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ABSTRACT

This report evaluates the day care needs of Pennsylvania migrant families and the adequacy of current state and local resources and delivery system for meeting those needs. Data collection included a meeting with state program administrators; mail surveys of state, regional, and local agency administrators and staff, and of employers of migrant workers; on-site visits to migrant day care centers; and review of state financial records. The poverty of migrant families, the nature of their work, and the fact that many young children are non-English-speaking creates specialized day care needs. Due to inadequate data sources and agency differences in definitions, counts of migrant workers and their families in Pennsylvania were inconsistent and unreliable. However, estimates based on census figures and program counts suggest that there may be over 11,000 migrant children under age 13 in the state. In 1990-91, the Statewide Migrant Day Care Program provided services to 1,110 migrant children, of whom less than 300 received direct day care and the rest received health and referral services. In addition, the limited resources available for day care were unevenly distributed across the state. The delivery system for these limited resources, however, was more than adequate in terms of program and fiscal efficiency. This report includes data tables and recommendations to legislators and agency personnel. Appendix contains survey questionnaires, interview guide, organizational charts, and policy documents. (SV)

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MIGRANT DAY CARE
NEEDS AND SERVICES IN PENNSYLVANIA

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Introduction

This represents the final report of a study conducted by Research for Better Schools (RBS) to assess migrant day care needs and services in Pennsylvania. The study was commissioned by the Pennsylvania Department of Education (PDE) as part of a comprehensive review of services to migrant families. RBS was selected to conduct this study because of its status as a non-profit educational research and evaluation firm which serves as the Mid-Atlantic Regional Educational Laboratory for the US Department of Education. The study was carried out in the fall and winter of 1990-91.

The balance of this report contains the following sections: background and purpose, evaluation questions and design, procedures, findings, and conclusions and recommendations.

Background and Purpose

The plight of the migrant worker and the migrant family in America has been well-documented in recent years (e.g., Alvarez, 1988; Harrington, 1987). The poor health, inadequate welfare support, and the most severe educational disadvantage exhibited by many migrant families is testimony to the failure of our health, welfare, and educational systems to provide adequate support to this elusive segment of our population.

It is estimated that about 17,300 migrant farmworkers are employed in Pennsylvania agriculture each year (Read, 1988). When their dependents are included, the size of the migrant population swells to an estimated 51,000 people. Many of these workers and their families enter Pennsylvania from Puerto Rico, Southeastern United States, Mexico, Southcentral United States,

Haiti, Jamaica, and neighboring surplus labor markets. They take up temporary residence in migrant labor camps and homes throughout the highly agricultural areas in Pennsylvania. In recent years, there has also been an increase of former migrants who have found work in processing plants and on larger farms in rural Pennsylvania. A large number of such workers have dropped out of the stream and have sought more stable and permanent lifestyles in the cities and small towns of Pennsylvania.

While life is difficult for migrant workers, it is even more difficult on the health, welfare, and education of their families - in particular, their children. It is for these reasons that the Pennsylvania Department of Welfare, acting through the PDE, has developed a specialized system of services to migrant families. These services have the overall goal of assuring the safety, health, and care of the migrant child and of strengthening the migrant family by promoting the affective, cognitive, communicative, perceptual motor, physical, and social development of the child. The vehicle for delivering these services is the Statewide Migrant Day Care Program.

This program employs resources of the State Department of Welfare and the federal government to provide a comprehensive program of day care services for migrant children. The services are aimed at developing within these children the self-confidence, academic discipline, and vocational competencies necessary to secure gainful employment and to become responsible and productive members of Pennsylvania communities. At the same time, the program strives to also address the national objectives

established by the federal government for services to migrant families (Coble, 1990). The program also follows the federal definitions established for service eligibility. Thus, any child meeting one of the following definitions or categories of "migrant" would be eligible for migrant day care services:

- Interstate - A child who has moved with a parent or guardian within the past year across state boundaries in order that a parent, guardian, or member of his immediate family might secure temporary or seasonal employment in agriculture or in related food processing activities. The term refers to a child who is expected to continue to migrate with his parent or guardian (Category 1).

- Intrastate - A child who has moved with a parent or guardian within the past year across school district boundaries within a state in order that a parent, guardian, or member of his immediate family might secure temporary or seasonal employment in agriculture or in related food processing activities (Category 2).

- Formerly Migratory (Five Year Provisional) - A child who has been an interstate or intrastate migrant as defined above, but who along with his parent or guardian has ceased to migrate within the last five years and now resides in an area in which a program for migratory children is to be provided (Category 3).

Since 1958 when the Department of Welfare first funded its services to migrant children, administration and coordination of the Statewide Migrant Day Care Program has been contracted out to external agencies. These external agencies have changed a number of times through the years. Most recently, in 1988-89, the contract was awarded to the Lincoln Intermediate Unit (IU) to administer and coordinate the statewide program. Further, the

Department of Welfare, as part of a formal interdepartmental agreement, (see appendix), reached an understanding with the Department of Education such that the latter would administer this program in accordance with a flow-through grant process. Thus, the Lincoln Intermediate Unit serves as the prime contractor for administering and coordinating the statewide program of migrant day care services, and manages a myriad of different subcontracts insuring that such services reach migrant families throughout the Commonwealth of Pennsylvania.

In order to evaluate the changing nature of the program, the PDE commissioned RBS to design and undertake an assessment of: the day care needs of migrant families, the adequacy of current resources to meet those needs, the adequacy of the structure of the delivery system set up to address those needs, and the status of services provided through this delivery system.

The next section lists the evaluation questions to be addressed by the study and describes the design utilized in carrying out the assessment.

Evaluation Questions and Design

Four evaluation questions served as the focus for the assessment study. These were:

1. What are the day care needs of Pennsylvania migrant children?
2. To what extent are current state and local resources available to meet these needs?
3. To what extent is the structure of the current delivery system adequate to address the needs in terms of: efficiency, scope, cost-per-child and quality?
4. What recommendations or options should be considered for improving future services?

Because limited resources were available to conduct the assessment study, PDE was to assume a substantial collaborative role in carrying out the study, specifically with regard to addressing the first two evaluation questions. The overall design for the study incorporated mail surveys, interviews, and site visits. A multi-step process was to be used. As a first step, an orientation and fact-finding meeting was to be conducted by RBS and PDE staff. This was to involve meeting with program administrators at the Statewide Migrant Day Care Program office operated by Lincoln IU. The purpose of this meeting was to gather information about: the needs of migrant families for day care services within the state, the resources available to meet those needs, the kind of program structure currently in place for delivery of such services, and the strengths and weaknesses of that delivery system. In addition, this initial meeting was to provide an opportunity to identify sources of pre-existing data on numbers and characteristics of migrant families in Pennsylvania and their day care needs.

As a second step, mail surveys were to be constructed based on information gathered during orientation meetings and the information needs required to address the evaluation questions proposed for the assessment. The mail surveys were to be distributed to administrators and staff of: the Statewide Migrant Day Care Program, regional service agencies, local service agencies, and local employers of migrant workers. At the same time, information on pre-existing needs was to be collected by PDE from sources identified during the orientation meetings.

Based on information secured from the orientation meetings and the mail surveys, a limited number of on-site visitations were to be scheduled and informal discussions held. The number of on-site observations and discussions were to be very limited due to cost considerations. Lastly, a final site visit was to be made to the Statewide Migrant Day Care Program offices for the purpose of reviewing financial records and to provide for a general review of efficiency, scope, cost-per-child, and quality of the migrant day care services.

Finally, information gathered from pre-existing needs data, mail surveys, on-site observations, and discussions were to be combined with information from financial records, audits and quality of services judgments to address each of the evaluation questions posed for the assessment study.

As part of the collaborative nature of the study, PDE was to provide staff assistance in conducting on-site visitations and interviews. The following additional assistance was also to be provided by PDE: assembling pre-existing needs data and forwarding to RBS; visitations to the Statewide Program offices, regional level, and local level programs; printing and mailing of all survey instruments; follow-up and collection of all completed surveys and forwarding to RBS for analysis.

The next section describes the procedures utilized in carrying out the assessment study.

Procedures

The procedures employed during the assessment study generally reflected the design described in the preceding section, with minor changes. Based on

a review of past documentation on the Statewide Migrant Day Care Program, several informal interview guides were developed in advance to help focus questions about the program during later site visits, interviews, and meetings. Copies of these guides are provided in the appendix.

An initial orientation meeting was held with the Statewide Migrant Day Care Program director and his staff at the program offices in Gettysburg on October 25, 1990. At this meeting, it was learned that most of the migrant families served by the program were in the process of leaving the area since the peak season for most crops had ended. As a consequence, the centers and homes operated by the program would be closing down within the next two weeks, and therefore site visits would have to be set up sooner than originally planned. Accordingly, as part of the October 25th orientation, a site visit was arranged with the Adams County Day Care Center. Several days later, on October 30, additional site visits were made to a family day care center, a group day care center, and a much larger contracted day care center.

Based on information obtained during the initial orientation meeting and site visits, four different mail survey questionnaires were constructed to gather data relevant to the evaluation questions from a broad array of persons connected with services to migrant families throughout the state: (1) Statewide Migrant Program site administrators and staff, (2) regional service agencies, (3) day care providers, and (4) employers/growers. Copies of these surveys are provided in the appendix. PDE provided mailing lists for each of the above four categories and distributed the questionnaires in late November of 1990. A follow-up letter was sent out several weeks later. By mid January, all survey responses had been received at PDE and forwarded to RBS for analysis.

Upon preliminary analysis of the survey responses by RBS, a meeting was scheduled with several migrant education center directors for the purpose of exploring in further depth several issues concerning child care services to migrant families in geographic areas of the state more distant from the Statewide Migrant Day Care Program offices.

A final site visit to the Statewide Program offices in Gettysburg was made to discuss issues not covered at the initial orientation meeting and to undertake a comprehensive review of budget line items in the statewide grant and their justification.

Quantitative data collected from the survey questionnaires were analyzed and combined with more qualititative data and contextual information obtained from site visit observations, interviews, and discussions to arrive at the findings of the assessment study. The section that follows reports on these findings.

Findings

This section presents the findings of the assessment study as they relate to each of the evaluation questions posed initially as foci for the study.

As mentioned previously, the findings of the assessment study are based on several data sources. These include site visit observations, meetings, and interviews as well as a review of the Statewide Migrant Day Care Program budget. Other sources of data are the four survey questionnaires and data collected by the Statewide Migrant Program itself. Data from secondary sources not directly a part of the study are also introduced where relevant.

From the survey questionnaires, only data from items relevant to the four evaluation questions are included and discussed in this section. As indicated in Table 1 below, percentage response rates on the survey questionnaires were: Site Administrators and Staff (88%), Regional Service Agencies (41%), Day Care Providers (39%), and Employers/Growers (19%). Due to the relatively small numbers of survey questionnaires sent out and the rather incomplete nature of the responses for many of those returned, certain items in some of the analyses may be represented by too few respondents for meaningful interpretation.

Table 1

Survey Questionnaires Sent and Received

Questionnaire	Sent	Received	Response Rate
Site Administrators and Staff	16	14	88%
Regional Service Agencies	51	21	41%
Day Care Providers	77	30	39%
Employers/Growers	96	18	19%

The subsections below address migrant day care needs, adequacy of existing resources, adequacy of current delivery system, and options for improvement.

Day Care Needs

What are the day care needs of Pennsylvania's migrant children? To adequately address this question two facets of needs are considered: nature and extent.

Nature of Need. The nature of child care needs for migrant families can be compared and contrasted to the child care needs for the general population. There is a common need for a safe, healthy, and educationally nourishing place for children to be cared for while the parent or parents are at work. This is where the similarity begins and ends, however. The nature of child care needs for migrant families is otherwise much different from the norm in a number of ways. Migrant families typically have such low incomes that they are unable to afford to pay for child care services for their children. The very nature of their work puts them in a geographic location far from any typically available child care facility, with no means for transporting their children to and from such facilities. The very nature of their work, often from sunup to sundown, requires child care services that cannot be accommodated by most child care centers. Moreover, the children in such families are often non-English speaking, are generally withdrawn in settings outside the immediate family, and are often severely educationally disadvantaged due to the migratory nature of the family situation. One of the survey respondents commented: "Some children receive excellent care in the home setting. Others are in homes where they are deprived of daily basic needs in terms of nutrition, health, social/emotional, and psychological care. They lack cognitive and language stimulation, good role models for developing child/parent relationships." Another respondent commented, "Kindergarten children are especially at-risk, often there is someone to send them to school but no one to be responsible for them at noon or after school. All migrant children seem to experience the need for tutoring and/or special help with academic requirements."

The nature of the need is such that special programming to create specialized services for migrant child care is necessary in many cases to meet these unusual needs.

Extent of Need. The extent of need is extremely difficult to measure with any accuracy. To even determine with any confidence the number of migrant workers and the number of migrant families coming into Pennsylvania each year is not an easy matter at the present time. This is somewhat understandable given the obvious problems associated with trying to count families which are here one month and gone the next. That is to say, the very migratory nature of these families makes this such an extremely difficult task. This movement of the families is compounded by very limited funding available for locating and identifying eligible migrant children. While migrant programs do identify and report counts of children in their respective geographic areas, it is believed that greater program funding would lead to greater numbers of migrant children located and identified. The relatively meager statistics on migrant families at the state level are inadequate for establishing a valid count and are also confusing due to differences in definitions of "migrant" used across the various state agencies and departments within Pennsylvania. The counts of the number of migrant workers and families in Pennsylvania have traditionally been so inconsistent and so unreliable that one person interviewed postulated: "One could almost make up any figure on the number of migrants, and no one would have sufficient information or data to be able to refute it."

Despite the inherent problems associated with such an undertaking, a good-faith effort was made to estimate the migrant population, particularly

the number of migrant children. Two methods were used: (1) census projections and (2) actual migrant program counts. In the first method, census projections were used to estimate the total number of migrant workers, dependents, and day care eligible children within Pennsylvania during a given year.

Several previous attempts have been made at estimating the number of migrant workers and families in Pennsylvania. A 1977 study by David Lillesand was based on Pennsylvania Employment Service data (form ES-223), but was criticized for being grossly inadequate. A 1987 study by Martin-Holt attempted to use a single uniform national statistical allocation as its basis for estimation. It was, likewise, deemed inadequate and misleading. A seemingly less-flawed approach was that employed in a more recent 1988 study by the Friends of Farmworkers, Inc. (FOF). This study (Read, 1988) used figures from the 1982 agricultural census to estimate the numbers of migrant workers working in each county in Pennsylvania. Based on these figures, numbers of dependents were also estimated. The study estimated a total of 17,300 migrant workers in Pennsylvania. Using the Lillesand study ratio of 1.4 workers per household for non-Mexican American states, this would yield 12,357 migrant households. The 1980 Census indicates, for rural Black and Hispanic households, the number of persons per household averages 4.12. Multiplying the number of households by this figure yields an estimate of migrant workers and their dependents of 50,921. This also translates to 33,618 non-working dependents of migrant farmworker households.

The results, by county, are presented in Table 2, along with a breakdown of migrants by the number of days worked (i.e., more than or less

Table 2

Calculation of Estimation of Migrant Workers and Dependents

	EST. MIG > 150 DAYS	EST. MIG < 150 DAYS	% MIG < 150 DAYS	Total MIG WRKS	MIG + DEP EST.
Pennsylvania	3400	13904	30%	17303	50921
	33%				
Berks	861	2018	75%	2879	8473
Chester	1676	2557	75%	4233	12456
Delaware		33	25%	33	98
Montgomery		117	25%	117	344
Sub SE Mush	2536	4726	71%	7262	21371
Dauphin		119	25%	119	351
Adams	348	2396	80%	2744	8076
Cumberland	202	689	80%	890	2621
Franklin	314	1972	80%	2286	6728
Fulton		57	25%	57	169
York		505	25%	505	1487
Sub Southcentral	863	5740	67%	6603	19432
Carbon	0	0	0%	0	0
Lehigh	0	142	25%	142	417
Monroe	0	0	0%	0	0
Northampton	0	0	0%	0	0
Pike	0	0	0%	0	0
Schuykill	0	0	0%	0	0
Bucks	0	61	5%	61	179
Sub East Central	0	202	7%	202	596
Columbia	0	300	50%	300	883
Luzerne	0	611	80%	611	1799
Bradford	0	0	0%	0	0
Lycoming	0	0	0%	0	0
Sullivan	0	0	0%	0	0
Tioga	0	0	0%	0	0
Lackawanna	0	601	80%	601	1769
Susquehanna	0	0	0%	0	0
Wayne	0	0	0%	0	0
Wyoming	0	285	80%	285	840
Sub Northeast	0	1798	38%	1798	5291
Lancaster	0	196	5%	196	576
Lebanon	0	0	0%	0	0
Sub Lanc/Leb	0	196	5%	196	576
Philadelphia	0	600	10%	600	1766
Erie	0	575	25%	575	1693

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Table 2 (continued)

	EST. MIG > 150 DAYS	EST. MIG < 150 DAYS	% MIG < 150 DAYS	Total MIG WRKS	MIG + DEP EST.
Crawford	0	0	0%	0	0
Forest	0	0	0%	0	0
Mercer	0	0	0%	0	0
Venango	0	0	0%	0	0
Warren	0	0	0%	0	0
Bedford	0	0	0%	0	0
Allegheny	0	0	0%	0	0
Fayette	0	0	0%	0	0
Green	0	0	0%	0	0
Somerset	0	0	0%	0	0
Washington	0	0	0%	0	0
Westmoreland	0	0	0%	0	0
Armstrong	0	0	0%	0	0
Beaver	0	0	0%	0	0
Butler	0	67	10%	67	198
Clarion	0	0	0%	0	0
Indiana	0	0	0%	0	0
Jefferson	0	0	0%	0	0
Lawrence	0	0	0%	0	0
Sub Western	0	67	1%	67	198
Blair	0	0	0%	0	0
Cambria	0	0	0%	0	0
Center	0	0	0%	0	0
Clearfield	0	0	0%	0	0
Huntingdon	0	0	0%	0	0
Juniata	0	0	0%	0	0
Mifflin	0	0	0%	0	0
Montour	0	0	0%	0	0
Northumberland	0	0	0%	0	0
Perry	0	0	0%	0	0
Snyder	0	0	0%	0	0
Union	0	0	0%	0	0
Cameron	0	0	0%	0	0
Clinton	0	0	0%	0	0
Elk	0	0	0%	0	0
McKean	0	0	0%	0	0
Potter	0	0	0%	0	0
Sub Central	0	0	0%	0	0
Total	3400	13904	30%	17303	50921

than 150 days). A further extrapolation can be made from census data on the rural farm population in Pennsylvania. Approximately 21.8% of the rural farm population is under thirteen years of age. Using this proportion with the 50,921 figure yields an estimate of 11,100 migrant dependents who would be eligible for child care services. These extrapolated figures are presented in Table 3.

The second method for identifying the number of migrant children who are day care eligible utilized data from the Migrant Student Record Transfer System (MSRTS). The MSRTS contains a collection of education and health data on migrant children across the United States. The system has continuously collected data on migrants since 1970 through a nationwide network of cooperating schools, medical facilities, migrant service organizations, migrant office coordinators in each state education agency, and a central office at the Arkansas State Department of Education, where the master MSRTS file is maintained. As migrant children relocate with their parents, the education and health communities in the areas being moved into can identify them and obtain essential education and health data on the children received. This permits concentration on children's needs and continuity of services rather than on repeated testing and needs assessment. This MSRTS data base was used to provide a count of all children by age and county in Pennsylvania who have been identified by Pennsylvania migrant programs during calendar year 1990 as eligible for migrant services, whether they are receiving such services or not. These estimates by county are also provided in Table 3.

A comparison of the FOF estimate with the MSRTS figures shows a considerable discrepancy. Some differences by county can be attributed to

Table 3

Estimation of Migrant Children Under Thirteen Years of Age in Pennsylvania

	DEP EST (1982)	FOF MSRTS DEP < 13 EST (1982)	FOF DEP < 13 ACTUAL(1990)
Pennsylvania	33,618	11,100	2,974
Berks	5,514	1,847	470
Chester	8,223	2,715	432
Delaware	65	21	76
Montgomery	227	75	12
Sub SE Mush	14,109	4,629	990
Dauphin	232	77	10
Adams	5,332	1,761	346
Cumberland	1,731	571	1
Franklin	4,442	1,467	114
Fulton	112	37	8
York	982	324	27
Sub Southcentral	12,829	4,236	506
Carbon	0	0	0
Lehigh	275	91	6
Monroe	0	0	0
Northampton	0	0	0
Pike	0	0	0
Schuykill	0	0	1
Bucks	118	39	12
Sub East Central	394	120	19
Columbia	583	192	7
Luzerne	1,188	392	16
Bradford	0	0	132
Lycoming	0	0	22
Sullivan	0	0	1
Tioga	0	0	65
Lackawanna	1,168	386	154
Susquehanna	0	0	40
Wayne	0	0	1
Wyoming	555	183	35
Sub Northeast	3,493	1,153	473
Lancaster	380	126	509
Lebanon	0	0	21
Sub Lanc/Leb	380	126	530
Philadelphia	1,166	385	50
Erie	1,118	369	306

Table 3 (continued)

	FOF DEP EST (1982)	FOF DEP < 13 EST (1982)	MSRTS DEP < 13 ACTUAL (1990)
Crawford	0	0	7
Forest	0	0	0
Mercer	0	0	0
Venango	0	0	0
Warren	0	0	0
Bedford	0	0	29
Allegheny	0	0	0
Fayette	0	0	1
Green	0	0	0
Somerset	0	0	9
Washington	0	0	5
Westmoreland	0	0	0
Armstrong	0	0	0
Beaver	0	0	0
Butler	131	43	0
Clarion	0	0	2
Indiana	0	0	0
Jefferson	0	0	6
Lawrence	0	0	0
Sub Western	131	43	59
Blair	0	0	16
Cambria	0	0	2
Center	0	0	3
Clearfield	0	0	0
Huntingdon	0	0	5
Juniata	0	0	0
Mifflin	0	0	0
Montour	0	0	0
Northumberland	0	0	14
Perry	0	0	0
Snyder	0	0	0
Union	0	0	0
Cameron	0	0	0
Clinton	0	0	0
Elk	0	0	0
McKean	0	0	1
Potter	0	0	0
Sub Central	0	0	14
Total	33,618	11,100	2,974

differences in the years from which the data are drawn (1982 versus 1990). However, the discrepancy in numbers estimated at the state level are probably most noteworthy.

Regardless of which figures one places confidence in, the nature and extent of need for child care services among migrant families means little in isolation. Such findings must be viewed relative to the extent of resources available to support the child care needs of these families. The subsection which follows discusses currently available resources.

Adequacy of Resources

To what extent are current state and local resources available to meet the needs? The resources available to meet the child care needs of Pennsylvania's migrant families are readily apparent since they are concentrated in the single state contract for child care services awarded to the Lincoln Intermediate Unit. While there are also other programs providing services to migrant families (the PDE migrant education program, Title XX, et al.), the state grant for migrant day care is the only child care program targeted specifically for migrant families. In order to assess adequacy of these resources, two methods were used: comparisons to census and MSRTS estimates, and analysis of survey data.

The first approach involved comparing the number of children served by the program with the number of children eligible to be served. The differential should yield an indication of the extent of unmet need and can be computed by county. The number of children served by the program is considered in this study to be the number of children identified and recruited for services, though only a small percentage (less than 30 percent) will receive direct day care services.

Table 4 shows the extent of the statewide program's identification and recruitment of children of migrant families across the state. The table figures are based on those projected for the Statewide Migrant Day Care Program's 1990-91 operational year (Coble, 1990). It should be noted that of the 1,110 children estimated to be provided services by the statewide migrant program, less than 300 will receive direct day care, while the others will receive health services and referral services to other social service agencies. This table also shows the numbers of children eligible within each county as projected by the two different estimation methods used in the preceding subsection. As can be seen, when viewed statewide, the needs far outweigh the resources available to address them as reflected by the number of children identified and recruited for services.

This discrepancy is only partially confirmed by the second method used to assess the adequacy of resources, however. The second method utilized the four mail surveys to ask those directly connected with providing migrant services their opinions as to the extent of unmet needs. Respondents to the mail surveys indicated varying degrees of needs for migrant child care that are currently unmet. Table 5 shows the responses of each surveyed group on the issue of unmet needs. Though the items were different for each questionnaire, the same Likert-type five-point scale was used, ranging from "1", "very little" to "5", "very much". Polarity of scaling was adjusted where necessary to reflect consistency in the presentation of data in the table. On the Site Administrators and Staff questionnaire, twelve respondents to the question "Are there substantial needs for migrant day care that are currently unmet?" answered strongly in the affirmative. Many of those responding indicated concern for lack of funding for "formerly" migrant families and their children.

Table 4

Migrant Children Served Versus Children Eligible

	PROGRAM CHILDREN SERVED	FOF DEP<13 EST	MSRTS DEP<13 ACTUAL
Pennsylvania	1,110	11,100	2,974
Berks	0	1,847	470
Chester	0	2,715	432
Delaware	0	21	76
Montgomery	0	75	12
Sub SE Mush	0	4,659	990
Dauphin	60	77	10
Adams	466	1,761	346
Cumberland	16	571	1
Franklin	175	1,467	114
Fulton	12	37	8
York	70	324	27
Sub Southcentral	799	4,236	506
Carbon	0	0	0
Lehigh	0	91	6
Monroe	0	0	0
Northampton	0	0	0
Pike	0	0	0
Schuykill	6	0	0
Bucks	0	39	12
Sub East Central	6	120	19
Columbia	20	192	7
Luzerne	25	392	16
Bradford	0	0	132
Lycoming	0	0	22
Sullivan	0	0	1
Tioga	0	0	65
Lackawanna	25	386	154
Susquehanna	0	0	40
Wayne	0	0	1
Wyoming	25	183	35
Sub Northeast	95	1,153	473
Lancaster	6	126	509
Lebanon	50	0	21
Sub Lanc/Leb	56	126	530
Philadelphia	0	385	50
Erie	0	369	306

Table 4 (continued)

	PROGRAM CHILDREN SERVED	FOF DEP<13 EST.	MSRTS DEP<13 ACTUAL
Crawford	0	0	7
Forest	0	0	0
Mercer	0	0	0
Venango	0	0	0
Warren	0	0	0
Bedford	36	0	29
Allegheny	0	0	0
Fayette	10	0	1
Greene	0	0	0
Somerset	19	0	9
Washington	8	0	5
Westmoreland	0	0	0
Armstrong	0	0	0
Beaver	0	0	0
Butler	0	43	0
Clarion	0	0	2
Indiana	0	0	0
Jefferson	0	0	6
Lawrence	0	0	0
Sub Western	73	43	59
Blair	21	0	16
Cambria	8	0	2
Center	16	0	3
Clearfield	0	0	0
Huntingdon	18	0	5
Juniata	6	0	0
Mifflin	12	0	0
Montour	0	0	0
Northumberland	0	0	14
Perry	0	0	0
Snyder	0	0	0
Union	0	0	0
Cameron	0	0	0
Clinton	0	0	0
Elk	0	0	0
McKean	0	0	1
Potter	0	0	0
Sub Central	81	0	41

Table 5

Unmet Need for Migrant Child Care Services

Questionnaire	Need for Migrant Child Care		
	Number	Range	Mean
Site Administrators and Staff	12	3-5	4.25
Regional Services Agencies	4	3-5	2.00
Day Care Providers	21	1-5	2.29
Employers/Growers	6	1-2	1.17

From the findings presented, it appears that there are substantial unmet needs if one considers the differential between eligible children and the numbers of children for which services are actually being provided. Survey results from site administrators and staff support this finding, though survey results from other groups do not.

Adequacy of Delivery System

To what extent is the structure of the current delivery system adequate to address the needs in terms of: efficiency, scope, cost-per-student, and quality? This subsection presents the findings with respect to each of these areas. Data sources to address these areas included site visits, meetings and interviews with the Statewide Migrant Day Care Program director and staff, survey questionnaire results, and a review of the budget for the migrant program. Provided in the appendix are also several documents relevant to the delivery system: The Lincoln IU Migrant Child Development Center Organizational Chart, an organizational chart for a typical center, a map of the Migrant Child Development Center service area, a description of the migrant eligibility criteria, and a description of the identification and recruitment procedures utilized.

Efficiency. Since 1988, the Statewide Migrant Day Care grant has been funded by the Department of Welfare through the Department of Education and awarded to a single-source contractor - Lincoln Intermediate Unit. The same contractor also holds a grant for migrant education from PDE to provide services over a contiguous thirty-three county area within the state. Many of the staff, as well as the director of the migrant day care program, also share responsibility for the migrant education program. The director of the migrant day care program also serves as director of the migrant education program. The budgets for both of these programs are modest in comparison to the scopes of work required. Thus, combining them under the same leadership and staffing creates some economies of scale that serve to promote efficiency and allow for creative use of the limited funds provided. This often tends to promote the greatest services for the dollar invested. For example, the combining of funding from both programs to support some staff positions on a full-time basis, where individual programs could only provide for support on a part-time basis, has enabled the program to attract a stable and capable staff for those areas. With few exceptions, the Statewide Migrant Day Care Program appears to be run in an efficient manner. One exception to this may be in the area of identification and recruiting, where the use of centralized staffing requires a considerable amount of time and travel which might be reduced through a more distributed approach involving closer collaboration with regional migrant education programs.

The expertise, knowledge, and creativeness of the program director and his capable staff have built into the migrant day care program a number of contractual, fiscal, and evaluative safeguards that have apparently promoted stability and continued improvement of services in the program. They have taken steps to generally insure nonduplication of services and, where

necessary, have moved to coordinate additional resources from other grants and contracts and from local community sources to provide for an integrated approach to migrant child care services.

Favorable perceptions of efficiency of operation of the migrant day care program were reinforced by mail survey results. The survey questionnaires contained items relating to the efficiency of the program. These items used a five-point Likert-type scale ranging from "1", "very little/weak", to "5", "very much/strong", in order to rate efficiency. Two of the questionnaires also called for the respondent to rate the efficiency of his or her own organization on the same scale. Mean ratings for both are presented in Table 6. As an example, on the Site Administrators and Staff Questionnaire, one item asked respondents to rate the "efficiency of IU services provided for migrant day care" on a scale ranging from "1", "very weak", to "5", "very strong". Fourteen respondents replied to this question with a mean rating of 4.57, indicating that they thought the efficiency of the Statewide Migrant Day Care Program was "strong" to "very strong".

Table 6

Program Efficiency

Questionnaire	Migrant Child Care			Own Organization		
	Number	Range	Mean	Number	Range	Mean
Site Administrators and Staff	14	2-5	4.57	----	----	----
Regional Services Agencies	4	3-5	3.75	3	4-5	4.5
Day Care Providers	38	2-5	4.63	26	3-5	4.77
Employers/Growers	5	3-5	4.60	----	----	----

It is interesting to note that two of the three other groups rated the efficiency of the program even higher than the program's site administrators and staff themselves. It is clear that the survey findings reinforce those obtained from observations and interviews and indicate that the Statewide Migrant Day Care Program is generally run in an efficient manner.

Scope. The scope of the current Statewide Migrant Day Care Program was assessed in three ways. The first considered the scope of the program in terms of the percentages of children served within each of the counties or geographic regions of the state as compared to the respective eligible pool of children. The second approach considered the percentages of children served in comparison to those available on the basis of the program's service priority policy. The third approach used data on respondent ratings from the mail surveys.

The percent of children estimated to be identified and recruited for services in 1990-91 by the Statewide Migrant Day Care Program by county is shown in Table 7. This may be compared with the percentages of migrant children by county as identified through the MSRTS, also shown in Table 7 in the second column. As can be seen in this table, the percentage of children to be served in the geographic vicinity of the current Statewide Migrant Day Care Program offices is much higher than the percentage of children to be served in the counties further removed from this location. While this may seem on the surface to be somewhat of a disproportionate distribution of services, it is difficult to assess without taking into consideration the priority system established by the program for provision of services. A copy of this priority policy is provided in the appendix.

The program priority system calls for highest priority services to be delivered to the "interstate" category of migrant children, followed by the "intrastate", and finally the "formerly" category. This prioritization would be expected to result in a concentration of services in certain areas of the state with higher populations of "interstate" and "intrastate" migrant workers and their families. One primary area of concentration would be expected to be in the geographic vicinity of the Statewide Migrant Day Care Program offices.

Using MSRTS data by county, figures for the number of migrant children in the "interstate" and "intrastate" categories were compiled and presented in the third column of Table 7 and may be compared with the figures discussed earlier. As can be seen by comparing these figures, the Statewide Migrant Day Care Program comes a little closer to reflecting a proportionate distribution of services, but still misses the mark. Undoubtedly, one principal reason for this is the overall shortage of funding to service the child care needs of even the "interstate" and "intrastate" categories. Without enough funds to provide services to all, one might certainly argue that it would be more reasonable and cost-effective to provide services for those closest to the program offices.

Another way of assessing scope of the program was through the mail survey responses. Table 8 shows the results of responses to each of the survey questionnaires with respect to respondent opinion about adequacy of the scope of the Statewide Migrant Day Care Program.

Table 7

Migrant Children Served Versus Children Eligible

	Percent Served by Program	MSRTS Percent (1,2,&3)	MSRTS Percent (1,2)
Pennsylvania			
Berks	0	15.8	14.7
Chester	0	14.6	13.2
Delaware	0	2.6	2.6
Montgomery	0	0.4	0
Sub SE Mush	0	33.4	30.5
Dauphin	5.4	0.3	0
Adams	42.0	11.6	21.7
Cumberland	1.4	0	0
Franklin	15.8	3.8	6.0
Fulton	1.1	0.3	0.3
York	6.3	0.9	0.5
Sub Southcentral	72.0	16.9	28.5
Carbon	0	0	0
Lehigh	0	0.2	0
Monroe	0	0	0
Northampton	0	0	0
Pike	0	0	0
Schuykill	0.5	0	0
Bucks	0	0.4	0
Sub East Central	0.5	0.6	0
Columbia	1.8	0.2	0.5
Luzerne	2.3	0.5	0.6
Bradford	0	4.4	2.3
Lycoming	0	0.7	1.8
Sullivan	0	0	1.0
Tioga	0	2.2	1.8
Lackawanna	2.3	5.3	9.4
Susquehanna	0	1.3	0.9
Wayne	0	0	0.1
Wyoming	2.3	1.2	0.9
Sub Northeast	8.7	15.8	18.4
Lancaster	0.5	17.2	13.2
Lebanon	4.5	0.7	0
Sub Lanc/Leb	5.0	17.9	13.2
Philadelphia	0	1.7	0.2
Erie	0	10.3	6.9

differences in the years from which the data are drawn (1982 versus 1990). However, the discrepancy in numbers estimated at the state level are probably most noteworthy.

Regardless of which figures one places confidence in, the nature and extent of need for child care services among migrant families means little in isolation. Such findings must be viewed relative to the extent of resources available to support the child care needs of these families. The subsection which follows discusses currently available resources.

Adequacy of Resources

To what extent are current state and local resources available to meet the needs? The resources available to meet the child care needs of Pennsylvania's migrant families are readily apparent since they are concentrated in the single state contract for child care services awarded to the Lincoln Intermediate Unit. While there are also other programs providing services to migrant families (the PDE migrant education program, Title XX, et al.), the state grant for migrant day care is the only child care program targeted specifically for migrant families. In order to assess adequacy of these resources, two methods were used: comparisons to census and MSRTS estimates, and analysis of survey data.

The first approach involved comparing the number of children served by the program with the number of children eligible to be served. The differential should yield an indication of the extent of unmet need and can be computed by county. The number of children served by the program is considered in this study to be the number of children identified and recruited for services, though only a small percentage (less than 30 percent) will receive direct day care services.

Table 8

Program Scope

Questionnaire	Migrant Day Care Program Scope		
	Number	Range	Mean
Site Administrators and Staff	--	--	--
Regional Service Agencies	3	3-5	3.67
Day Care Providers	--	--	--
Employers/Growers	5	3-5	4.60

As can be seen by this table, only two of the surveyed groups were questioned regarding adequacy of the scope of the program. Those responding represented such a small sample as to place little confidence in reliability or validity of the results. Suffice it to say that both groups responded to the positive side of the five-point Likert-type scale.

With regard to the question of adequacy of scope of the Statewide Migrant Day Care Program, some fundamental issues have been raised as to the adequacy of the scope of the program and the nature of the policy on priority of service.

Cost-per-Child. The cost-per-child for the current Statewide Migrant Day Care Program can be computed several ways. One way is simply by taking the total annual funding for the most recent year ($620,000) and dividing by the number of children identified and recruited for service (1,110). The result is a cost-per-child of $559. Another way is to divide the annual funding by the number of children served by direct day care (less than 300). This yields a per child cost of $2,067. However, neither figure is meaningful in the absence of any norm or basis of comparison to other

alternative programs of similar type, size, and complexity. No such comparison data have been made available at the present time.

From interviews with Statewide Migrant Day Care Program staff and contracted day care center staff, it is clear that the costs for contracted day care are the same if not higher than competitive rates charged to the public at large for day care services. This is due to the short period of time the migrant children attend the program and the associated paperwork required of the contracted centers. Other policies of contracted centers involving charging a registration fee for each child and charging for a whole week or month (even though the child has ceased to attend) contribute to higher contracted rates. If the costs of identification, recruitment, and transportation of the children are also considered, the cost-per-child will necessarily be even higher for services provided to migrant children.

The reasonableness of the cost-per-child was also asked as an item on questionnaires of two of the four groups surveyed as part of the assessment study. Table 9 presents the survey findings. Once again, the small numbers of respondents indicate little confidence can be placed in the reliability or validity of these results. It should be noted, however, that both groups rated cost-per-student on the positive end of the five-point Likert scale.

Table 9

Program Cost-Per-Child

Questionnaire	Migrant Day Care Cost-per-Child		
	Number	Range	Mean
Site Administrators and Staff	--	--	--
Regional Service Agencies	4	2-5	3.5
Day Care Providers	--	--	--
Employers/Growers	5	3-5	4.60

Quality. From the site visit observations, meetings, and interviews associated with programs under the direction of the Statewide Migrant Day Care Program, what stood out most were the elements of quality and professionalism. While the Statewide Migrant Day Care Program is certainly not without its problems, it is, however, well run from top to bottom and has a number of checks and balances in place to indicate where changes are required if the need arises. For example, one problem respondents detected on the Day Care Providers mail survey concerned the delivery of medical and dental care services. However, nowhere was this problem more apparent than on the Family Day Care Home Evaluation forms developed and administered by the Statewide Migrant Day Care Program itself. This ability for self-assessment is a significant strength of the program.

Contracted child care centers, family and group day care homes are all carefully selected by statewide program staff to provide quality child care that meets state licensing requirements and provides, in most cases, for an educational or developmental component to the daily care plan. The centers operated directly by the Statewide Migrant Day Care Program incorporate an educational/developmental program (PIAGET), with both center and home components. This program has been recognized as a quality program and has achieved positive evaluations from parents and staff. A copy of a summary report on this program is provided in the appendix.

Questionnaires for all four of the mail survey groups contained items calling for a rating of the Statewide Migrant Day Care Program with respect to quality. The items, once again, used a five-point Likert-type scale ranging from a "1," "Very Weak/Little," to "5," "Very Strong/Much."

Findings for each group are presented in Table 10 below. As can be seen, all groups rated the quality as "High", with three of the four groups rating "High" to "Very High". These objective survey results corroborate the other evidence presented above as to the high quality of current Statewide Migrant Day Care Program services.

Program Quality

Questionnaire	Migrant Day Care Program Quality		
	Number	Range	Mean
Site Administrators and Staff	14	2-5	4.50
Regional Service Agencies	4	3-5	3.75
Day Care Providers	38	2-5	4.63
Employers/Growers	5	3-5	4.60

Options for Improvement

What recommendations or options should be considered for improving future services? Several items on the questionnaires for each of the four surveyed groups provided an opportunity for respondents to suggest options by which future child care services to migrant families could be improved. A listing of the principal options reflected on the survey responses is presented below:

Site Administrators and Staff:

- Increase funding to the Migrant Child Development Program to expand already existing services and facilities.
- Increase funding to include "formerly" migrant children.
- Serve all migrant children throughout the state.

Regional Services Agencies:

- Improve program advertising.
- Provide a greater emphasis on family education and support.
- Promote greater cooperation with other agencies and access to additional information on programs.
- Provide greater attention to families whose schedules prohibit adult supervision.
- Open a program center for school age children.

Day Care Providers:

- Operate centers longer, with fewer staff during extended hours.
- Provide for a weekly pay scale, whether a child attends or not.
- Enforce immunizations among small children and infants.
- Provide more hands-on workshops during inservice training with ideas that can be used in the classroom.
- Provide more testing information so that teachers are more aware of weaknesses of children.
- Provide for more frequent communication and collaboration with local programs.
- Improve outreach and advertising of the program.
- Provide services to "formerly" migrant families.
- Provide for better medical and dental care with check-ups conducted in the early peak season.
- Improve communication between the program office and the parents.

Employers/Growers:

- Improve communication between employers, growers, and agencies.
- Provide more help and education for parents.

Conclusions and Recommendations

This section presents conclusions reached on the basis of the findings of the assessment study. It also prescribes recommendations for improvement that may be considered. The conclusions and recommendations appear in four subsections each relating to an evaluation question addressed by the study: day care needs, adequacy of resources, adequacy of delivery system, and options for improvement.

Day Care Needs

Migrant children are among the most disadvantaged in America. Their health, education, and welfare needs place them at-risk from any perspective. The nature of their child care needs are specialized. As such they typically cannot be met by the traditional location or mode of operation of day care facilities without specialized support.

The extent of need is extremely difficult to assess in a reliable and valid manner due to inadequate data sources and differences in the way in which the term "migrant" has been defined by the various governmental agencies responsible for data collection. It is clear, however, that the extent of need is far greater than previous estimates have indicated and far greater than the current resources available to address it.

On the basis of these conclusions, the following recommendation is offered with respect to the question of Migrant day care needs.

> Recommendation 1: Develop unified migrant definition. The State Departments of Welfare, Education, and Labor should coordinate efforts to arrive at a consistent and meaningful definition of "migrant" that will permit existing data collection vehicles to better assess the extent of need for services to migrant families and to assist in future planning to target and address those needs.

Adequacy of Resources

The resources available to the Statewide Migrant Day Care Program are easily dwarfed by the extent of need for migrant day care services. Current resources are inadequate to meet the needs of even the "interstate" and "intrastate" categories of migrant families, not to mention the "formerly" migrant families who presently receive no day care services under existing program policies. Additionally, the limited resources available to the statewide program are distributed unevenly across the state.

On the basis of these conclusions, the following recommendations are offered with respect to resources available for migrant day care services.

Recommendation 2: Establish interdepartmental migrant task force. The State Departments of Welfare and Education should: establish an interdepartmental task force to coordinate resources available for services to migrant families, increase the combined funding levels for migrant programs to better accommodate the child care needs of children from all three migrant categories in Pennsylvania, and work together to address those needs.

Recommendation 3: Re-examine legislative service priorities. Federal, state, and program priorities that emphasize services to "interstate" migrant families to the detriment of "formerly" migrant families should be re-examined in light of the following:

- "Interstate" migrant families are in Pennsylvania for only the peak season and spend most of their time in other states, while "formerly" Migrant families are residents of Pennsylvania, their children attend Pennsylvania schools, and they may become voters in Pennsylvania. Should the commitment to the welfare of migrant Pennsylvania citizens be less than the commitment to migrant visitors from other states?

- Children of "interstate" migrant families are available for child care services in Pennsylvania for only a short period of time -- likely too short to have many significant long-term educational/developmental benefits beyond actual care. Children of "formerly" migrant families on the other hand, are available long enough for extended educational/developmental benefits to occur through coordinated services from migrant programs, the public schools, and various social service agencies.

Recommendation 4: Regulate greater employer responsibility. Since migrant workers and their families are of direct benefit to growers/employers which use migrant labor in their agricultural work, state and federal regulations should be re-examined toward requiring a more active social and financial responsibility on the part of growers/employers where their employment of such workers involves families with children. There is a long history in America demonstrating involvement of labor unions and the manufacturing industry employers in support of child care services for workers, either by providing them at employment sites or financially subsidizing them. Agricultural Cooperatives or Granges could directly provide, or help existing migrant programs in providing, such day care services.

Adequacy of Delivery System

The current delivery system for migrant day care resources is more than adequate in terms of program and fiscal efficiency. The scope of the current program, however, is limited both categorically and geographically. This is partially a result of inadequate funding to meet the need for migrant day care services across the state and partially a result of the current Statewide Migrant Day Care Program electing to adopt its present service priority policy.

The cost-per-child is estimated to be $559 per year. This is computed by dividing the annual program budget of $620,000 by an estimated 1,110 children identified and recruited to be served during 1990-91. However, actual direct day care services are estimated to be provided to less than 300 children, with the balance receiving only health services and referrals. The cost per child in day care, thus, would be $2,067. While no appropriate basis of comparison was made available at the time of this study, comparisons can be made if cost and service data are available for other programs of like size and type either within Pennsylvania or in other states. The quality of the program is good by any perspective applied.

On the basis of these conclusions, the following recommendations are offered with respect to structure of the current delivery system.

Recommendation 5: Re-examine program service priorities. The Statewide Migrant Day Care Program should re-examine its current service priority policy to explore alternatives -- such as: priorities based on family need, on family income, or on age of children, regardless of status of the migrant family as "interstate," "intrastate," or "formerly."

Recommendation 6: Distribute services equitably. The Statewide Migrant Day Care Program should provide for a more equitable distribution of services to "interstate" and "intrastate" migrant families more closely matching the migrant population proportions within the state.

Recommendation 7: Review cost-per-child. Information on cost-per-child should be acquired from other states and other programs within the state to enable a more meaningful interpretation of the cost-per-child to be made for the current Statewide Migrant Day Care program.

Recommendation 8: Explore alternative recruitment strategies. Alternative strategies for identification and recruitment should be explored, involving greater collaboration in program and funding with regional migrant education programs in other areas of the state. The aim should be to establish a single point of contact for each migrant family with the regional program in the best position to do subsequent follow-up and delivery of services and thus, to avoid potential duplication of identification and recruitment efforts between the Statewide Day Care Program and regional education programs with required recruitment responsibilities.

Recommendation 9: Encourage more employer/grower commitment. The Statewide Migrant Day Care Program should utilize its fine history of past services to migrant children and its current relationships with local employers/growers to assume a leadership role in encouraging more program or financial commitment on the part of employers/growers toward helping to support migrant day care services for their workers.

Recommendation 10: Modify program reporting. In order to clear up confusion as to numbers of children served, the Statewide Migrant Day Care Program should modify its current reporting procedures to effect a clearer distinction between numbers of children provided services under the migrant day care program and those provided services under the migrant education program. Separate unduplicated counts of children served under each program should be provided by age and county. Accordingly, a more concise standard reporting procedure should be adopted for the day care program to provide for more accurate counts of children served while at the same time reducing the narrative reporting burden on the program.

Options for Improvement

Options for improvement reflected in survey questionnaire responses have led to several other conclusions relevant to Statewide Migrant Day Care Program operations. It is clear that those surveyed believed that funding for migrant day care services should be increased to be able to provide services for "formerly" migrant children. They also indicated the need for extending day care program hours to better accommodate migrant work schedules. Respondents expressed the need for greater communication and collaboration on the part of the Statewide Migrant Day Care Program with other agencies and parents. In the health area, respondents expressed the need for better medical and dental screening, with check-ups early in the peak season, and better enforcement of immunization requirements.

On the basis of these conclusions, the following recommendation is offered, not already included above with respect to program operational improvements.

Recommendation 11: Consider program operational changes. The Statewide Migrant Day Care Program should consider making the following operational changes or adjustments:

- Provide day care services for "formerly" migrant children.
- Provide extended day care hours that better meet the unique needs of migrant families.
- Evaluate current health services and explore more effect alternative approaches with regional migrant programs.
- Improve communications with other migrant agencies and parents.
- Disseminate more information about the statewide program to other agencies, parents, growers, and the public at large.

Closing Remarks

The present assessment study represents an effort toward reaching a better understanding of current migrant day care needs and services in

Pennsylvania. No such study can do justice to all the good programs being implemented by good people working hard to bring about better conditions for migrant children. However, the resources available to bring to bear in addressing these needs are severely limited. It is hoped that the conclusions and recommendations drawn from this study will sensitize the reader to this condition, will provide information useful for future program improvement, and will serve as a catalyst to prompt new initiatives and strategies for addressing the child care needs of Pennsylvania's migrant children.

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APPENDIX

MEMORANDUM OF UNDERSTANDING NUMBER: 6841 0670
~~1775-90~~

MEMORANDUM OF UNDERSTANDING
COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
AND
DEPARTMENT OF WELFARE

"WHEREAS, the Department of Public Welfare has received an appropriation of State funds and the Department of Public Welfare will allocate $630,000 in State funds for migrant day care programs to be undertaken in cooperation with the Department of Education; and

WHEREAS, Section 501 and 502 of the Administrative Code of 1929 (71.P.S. §§181 and 182) require Commonwealth departments and agencies to coordinate their work and activities with other commonwealth departments and agencies.

WHEREAS, the Department of Education and the Department of Public Welfare are engaged in cooperative efforts aimed at coordination and provision of migrant day care programs in the Commonwealth; and

WHEREAS, the Department of Public Welfare and the Department of Education have identified a need for migrant day care programs. The Department of Education receives funds from the Federal Government for programs for migratory children through Subchapter 1, Part D, Subpart 1 of the Elementary and Secondary Education Act of 1965, P.L. 100-297 (1988). The Department of Public Welfare wishes to provide funds for the provision of day care services for children served under the migrant day care program.

NOW THEREFORE, the Department of Education and the Department of Public Welfare set forth the following as the terms and conditions of their understanding:

1. The Department of Education will provide services related to migrant day care programs. The migrant child development program offers day care services, health services, transportation and social services to approximately 840 children of migrant workers. The Department of Public Welfare has the primary interest of offering day care services to migrant children. The day care services will be provided in licensed or registered sites specifically developed for migrant children and in other licensed or registered day care facilities. The migrant children receiving day care services must be eligible in accordance with subsidized child day care regulations (55 Pa. Code Chapter 3040).
2. The Department of Education will receive from the Department of Public Welfare, in accordance with paragraph 1, one (1) payment in the amount of $630,000 for Fiscal Year 1990/91.
3. The Department of Education will administer and expend these day care funds provided by the Department of Public Welfare in accordance with Paragraph 1 of this agreement.
4. The Department of Education shall submit an invoice to the Department of Public Welfare for the payment. Payment shall be made after this memorandum is signed by both parties and the invoice is submitted.
5. The Department of Education will assume fiscal and program responsibility for the migrant day care program funds transferred from the Department of Public Welfare under this memorandum.

6. The Department of Education will also assume responsibility for the conduct of fiscal audits of the use of the model day care funds transferred to it under this memorandum.
7. Any funds not expended under this memorandum shall be refunded to the Department of Public Welfare.
8. The Department of Education will provide the Department of Public Welfare with two written reports regarding the expenditure of the migrant day care funds transferred to it under this memorandum. These reports will include a breakdown of administrative as well as service delivery costs. The reports shall list the number of children served and the types of services delivered. The reports shall also list all sources of funding and the amount of funds expended during Fiscal Year 1990/91. The first report shall be submitted to the Department of Public Welfare by February 1, 1991. The second report shall be submitted by September 1, 1991.
9. The memorandum may be amended only by written consent of both parties.
10. This memorandum shall be effective as of July 1, 1990 or the date on which all necessary signatures are obtained whichever is later, and shall terminate on June 30, 1991.
11. This memorandum is not intended to and does not contain any contractual rights or obligations with respect to the signatory agencies or any other parties.
12. Any dispute hereunder shall be submitted to the Office of General Counsel for final resolution.

In witness, whereof the parties have executed this memorandum:

Approved:

Secretary
Department of Education

Secretary
Department of Public Welfare

7/2/90

Comptroller
Department of Education

Comptroller
Depatrment of Public Welfare

7/12/90

Chief Counsel
Department of Education

Chief Counsel
Department of Public Welfare

Office of General Counsel

Program Deputy Secretary
Department of Public Welfare

ELIGIBILITY

Any child meeting one of the following three definitions as set down by the former United State Department of Health, Education, and Welfare is and was eligible for service under LIUMCDP.

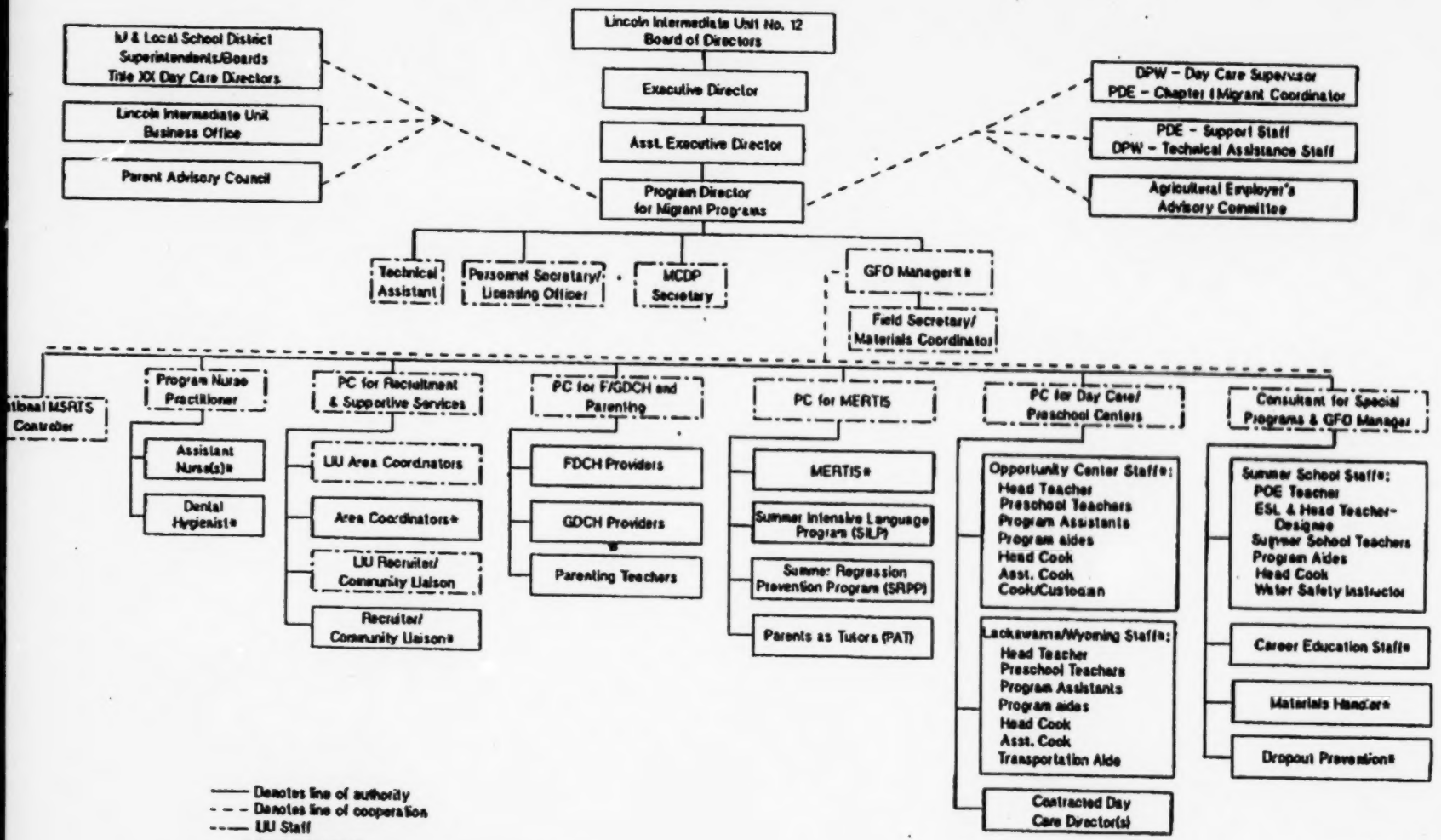
A. Interstate- A child who has moved with a parent or guardian within the past year across state boundaries in order that a parent, guardian, or member of his immediate family might secure temporary or seasonal employment in agriculture or in related food processing activities. The term refers to a child who is expected to continue to migrate with his parent or guardian.

B. Intrastate- A child who has moved with a parent or guardian within the past year across school district boundaries within a state in order that a parent, guardian, or member of his immediate family might secure temporary or seasonal employment in agriculture or in related food processing activities.

C. Formerly Migratory (Five Year Provisional)- A child who has been an interstate or intrastate migrant as defined above, but who along with his parent or guardian has ceased to migrate within the last five years and now resides in an area in which a program for migratory children is to be provided.

The philosophy of the Migrant Child Development Program is to focus its primary resources and efforts on the inter-intrastate migratory child and to refer and assist the formerly migratory child into regular (Title XX, Headstart) community programs and services. The chief concern is to see the former migratory family develop sequential steps toward independence, not having to rely on subsidized programs, but rather becoming part of the mainstream of the community in which they reside.

Lincoln Intermediate Unit No. 12 Migrant Child Development Program
Organizational Chart



——— Denotes line of authority
- - - Denotes line of cooperation
——— LIU Staff
* Contracted Staff
** Job duties are in addition to regular assigned duties

NOTE: ESL - English as a Second Language
F/GDCH - Family/Group Day Care Home
MERTIS - Migrant Education Resource Tutorial Intervention Specialist
MSRTS - Migrant Student Record Transfer System
PC - Program Consultant
POE - Port of Entry

CDP-51

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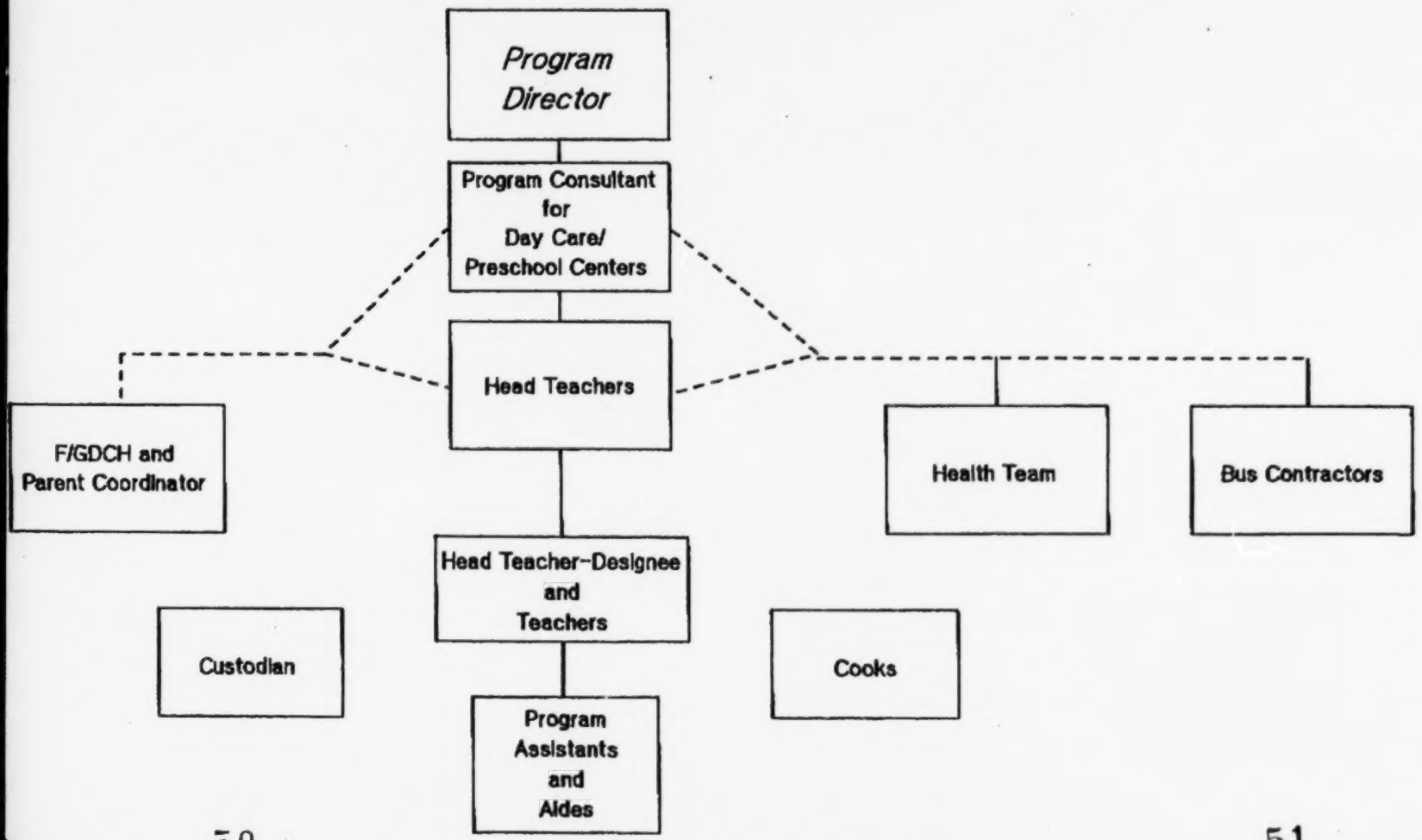
ORGANIZATIONAL CHART FOR A TYPICAL CENTER



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PRIORITY POLICY
FOR
MIGRANT DAY CARE SERVICES

The following PA Department of Welfare Day Care Service Priorities will be followed in serving children of migratory farmworkers: both parents are to be employed or enrolled in a recognized educational or career development/training program with at least one parent actively employed in agriculture. Priority of service shall be as follows:

I. Currently migratory children of inter- and intrastate farmworkers in the following order:

A. Areas of greatest concentration of children in the following sub order taking into consideration existing services opportunitites (sub-contracts) in relation to direct service as to the economics of delivery.

1. Length of seasonal agricultural crops (harvest last several months vs several weeks – priority to longer seasonal crops).

2. Length of working day (apples vs strawberries – priority to longer working day).

3. History of Need - existing programs that have had ongoing operations in place from season to season for a period of years.

4. Year round work opportunities (processing, dairy, pruning, nurseries).

B. Areas of smaller concentrations of children.

1. Availability of existing service and willingness to subcontract.

2. Length of seasonal agricultural crops (harvest last several months vs several weeks – priority to longer seasonal crops).

II. Formerly migratory farmworkers in the following order:

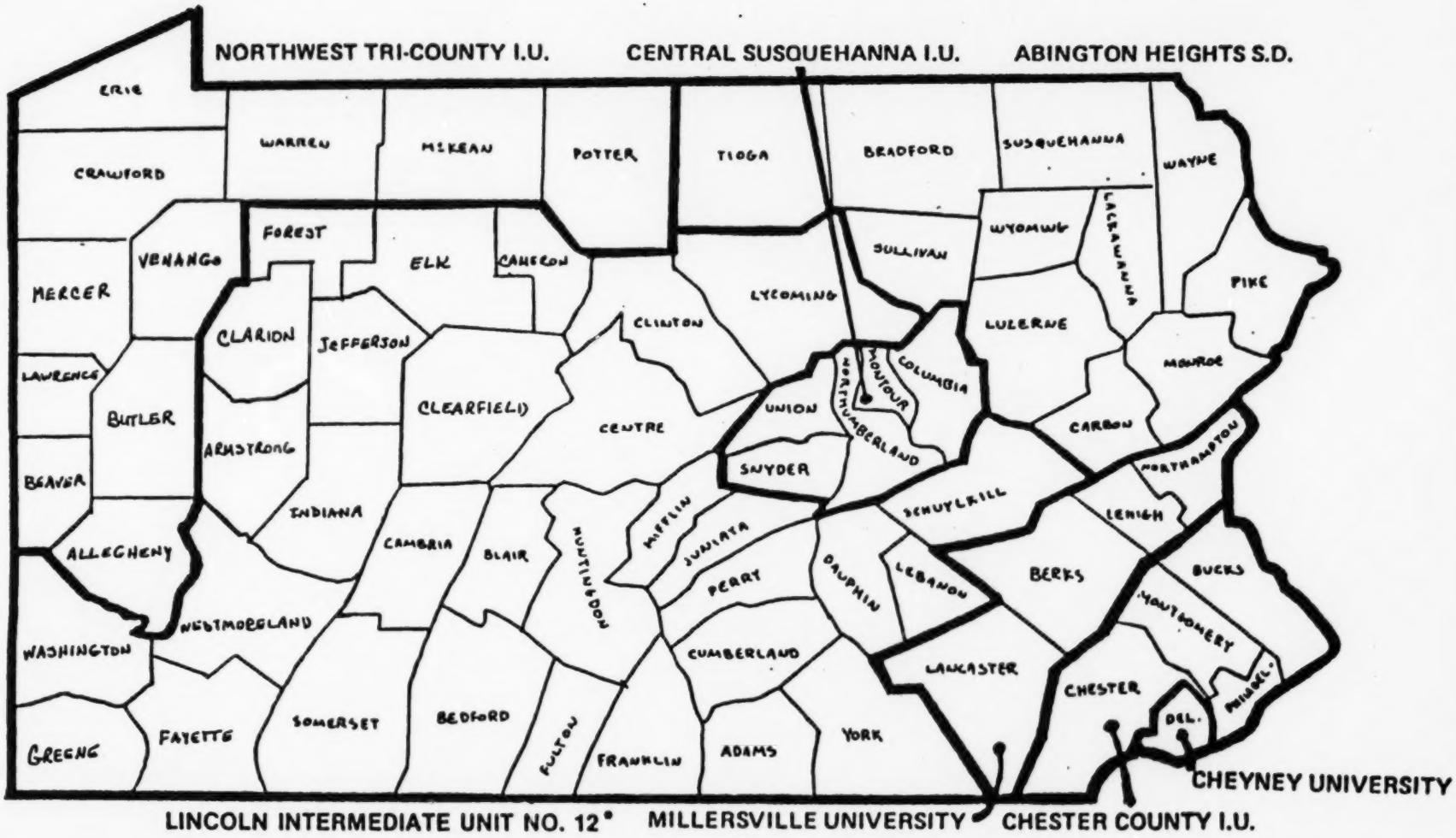
A. Areas of greatest concentration of children.

1. Availability of existing Title XX, Regular Head Start, and other community day care opportunities.

2. Type of work performed by the parents: seasonal vs year round (regular/steady) – seasonal is given preferance over more permanent work with steady pay which can be used to pay for day care services.

NOTE: In areas where directly operating centers are being used, children of a lessor priority can be served at the discretion of the Contract Administrator. Priority for children staying in an area for the first time where directly operated or subcontracted seasonal services were provided may be given a higher priority by the Contract Administrtor if existing (i.e., Title XXI) if existing centers ahve assurances that slots or openings will be available within a reasonable period of time and funds exist to support such an enrollment.

December 14, 1990
DPW:9:01



*Lincoln Intermediate Unit No. 12 serves all counties with migrant preschool/daycare programs.

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IDENTIFICATION AND RECRUITMENT

The identification and recruitment process of the Migrant Child Development Program is the initial step in providing services to migratory children and their families. Guidelines are established by State and Federal agencies in order to determine eligibility in the program. Recruiters/Community Liaisons physically locate the children and then enroll the children on our various forms. These forms include:

1. The Certificate of Eligibility (COE) serves both our Educational and Welfare components in documenting eligibility; completed per family.

2. The Parent Permission Form includes data such as emergency contact, parents' employer, immunizations and important health data. It also contains detailed statements of our program's intentions and provides for parent authorization of these services; completed per child.

3. The Subsidized Child Day Care Application (CY140) provides documentation for the Department of Welfare; completed per family unless all children are over age thirteen.

These three forms are completed on all children in all areas. In those areas where we operate a child care food program, an Income Guideline Form is completed to verify eligibility for the purpose of reimbursement.

All documented information is updated on a routine basis and reverified on a yearly schedule.

Recruitment was performed in the following counties during this time period: Adams, Armstrong, Bedford, Blair, Cambria, Cameron, Centre, Clarion, Clearfield, Clinton, Cumberland, Elk, Fayette, Forest, Franklin, Fulton, Huntington, Indiana, Jefferson, Lycoming, Somerset, Washington, Westermoreland and York.

Recruitment and supportive services were provided to these counties by four recruiters/community liaisons and one program consultant for recruitment and supportive services.

Recruitment of pre-school age children and supportive services were also provided in the North-East and North-Central regions of the state. These regions include the following counties: Lackawanna, Luzerne, Wyoming, Columbia and Lycoming.

Brief Explanation of Friends of Farmworkers Count of Migrants/Dependents

Using the 1982 Census of Agriculture, FOF discovered that there were 28,926 hired farm **workers** employed more than 150 days per year. They also found that there were 62,582 farm **jobs** of less than 150 days. Obviously, the latter category has duplicates in the sense that one worker could hold two or more of those jobs. A third statistic comes from farm labor contracts in PA. FOF estimated that 4,862 workers were employed via these contracts. This number was derived by taking the $12,249,00 the Census reported as spent on contract labor and dividing it by $2500 (FOF claims that in their experience, $2500 is a reasonable amount per worker for <150 days per year category). Finally, the Census does not report on the approximately 6,000 seasonal farm workers who reside in the Philadelphia area but work in New Jersey.

The above numbers were used as the basis of the report's calculations. FOF estimated, by county, the number of hired workers who were migrant. They also estimated the number of farm jobs held by migrants, the number of migrants who were contracted and the number of migrants residing in Philadelphia but working in New Jersey.

Their results are as follows.

17,300 migrant workers. They assumed (on the basis of other research) 1.4 workers per household to assess the number of migrant households. (17,300/1.4=12,357).
They then assumed (again on the basis of other research) that average household size would be 4.12 (12,357 households * 4.12 persons per household-50,911).

Final totals

17,300 migrant workers
51,000 migrant workers and dependents in PA

L.I.U.M.C.D.P. - Project P.I.A.G.E.T.

Summary Report

Compiled by:

Lori D. Grim
Program Consultant for Centers
L.I.U.#12 MCDP

L.I.U.M.C.D.P - Project P.I.A.G.E.T

Partnership Overview

The LIU#12 Migrant Preschool Program developed a partnership with Project P.I.A.G.E.T. to be implemented in the Preschool and Kindergarten classrooms at the Opportunity Center during the 1990 season. The teachers, assistants and parent facilitators of the Opportunity Center attended up to 3 days of inservice and training, as appropriate to their position, presented by P.I.A.G.E.T prior to the Center's opening.

The Opportunity center operated Monday through Friday from July 13 through October 31, 1990, except for Labor Day, September 3, 1990. The Center was open from 8:00 a.m. until 4:00 p.m., July 13 - August 28 with extended hours of 7:30 a.m. - 4:30 p.m. beginning August 29 through October 31.

The Classroom manual of Curricular Themes/Concepts developed by L.I.U.M.C.D.P and Project P.I.A.G.E.T. was utilized in daily lesson planning. A record of implementation of curricular themes was kept on weekly lesson plans as well as notated in the curriculum manual.

Classroom teachers and Parent Facilitators/Aides were monitored using the "Systemic Observation Ratings of P.I.A.G.E.T. Teacher/Aide in Classroom Setting" instrument. Parent Facilitators were also monitored using the "Systematic Observation Ratings of P.I.A.G.E.T. Aide with Parent in Home Settings" instrument. Implementation of both instruments was required by the P.I.A.G.E.T. project. Scoring and interpretation of the instruments were somewhat time-consuming and inadequately explained by P.I.A.G.E.T. As a result, usefulness of the ratings to our program was limited.

Project P.I.A.G.E.T. staff visited and observed the daily operation of the Opportunity Center on September 18, 1990. The six hour visitation included classroom observation, home component observation, and a "question and answer" session including P.I.A.G.E.T. staff and Opportunity Center staff.

Classroom Component

Children who enrolled into the Preschool and/or Kindergarten classrooms during the first 7 weeks of operation were assessed by the P.I.A.G.E.T. Assessment Coordinator using the three student assessment instruments:

1. Peabody Picture Vocabulary Test (PPVT)
2. Pre-Kindergarten Bilingual Inventory (PKBI)
3. Brigance Inventory of Early Development (BIED)

Excluded from the assessments were children who were expected to withdraw on August 16 (the conclusion of Summer School) or upon enrollment into public school in late August. Pre-assessments were initiated approximately 1 to 2 weeks after a child enrolled in order to allow the child to become comfortable and familiar with their new environment and thus provide a more relaxed, non-threatening assessment environment.

Twenty-seven different children were assessed during the Center's operation. Twenty-one of those twenty-seven have pre- and post-assessment data available on all three assessment instruments. Six children were pre-assessed with all instruments but are lacking complete post-

assessment information. Post-assessment information was not obtained due to sudden unexpected withdrawal from the Center. Time lapse between pre- and post-assessments vary from 4 to 13 weeks with the majority of students averaging 8 weeks between pre- and post-assessments. Due to the extensive assessment time involved with the BIED, intervention time was most limited with this instrument. Summaries of the Pre- and Post Trials for each assessment instrument are included in this report. The summaries are also being submitted to Project P.I.A.G.E.T. for statistical analysis and further reporting. Additional comments regarding the student assessments are contained in the P.I.A.G.E.T. Partnership Evaluation Section.

Home Component

A total of fifteen parents, and in two cases, older siblings, participated in the Home Component of P.I.A.G.E.T. The Home Component was implemented in homes depending upon parent interest, geographical location, and anticipated length of residency. Whenever possible, Parent Facilitator assignments and schedules were arranged for greatest cost effectiveness in time and mileage. Parents/siblings were pre-assessed using three instruments:

1. Alpern-Boll Developmental Profile
2. Yawkey Test of Bilingual Routines (YTBR)
3. Home Demographic Inventory (HDIN)

Post assessments were also required of instruments #1 and #2. Thirteen of the fifteen parents/siblings have complete pre- and post data available. Post data is lacking on 2 parents due to unexpected withdrawal from the program. Time lapse between pre- and post-assessments vary from 3 to 12 weeks. Summaries of the Pre- and Post Trials are included in this report and are also being submitted to Project P.I.A.G.E.T. for statistical analysis and further reporting.

Parents participating in the Home Component signed a participation statement giving their child permission to participate and agreeing that they, the parent, would support the program and attend required sessions.

All teaching lessons were documented on the Home Visit Report (HVR) which the parent signed. A copy of the HVR was given to the parent. Non-teaching visits were documented on the Parent Facilitator Home Visit Log. In this way, all family contacts were documented. Copies of the above forms and log are included in this report.

One hundred-forty-four (144) home visits were successfully completed out of 167 attempted visits. All attempted visits had been pre-arranged between the Parent Facilitator and the parent. The twenty-three "unsuccessful" visits resulted when parents were not home and/or were not receptive, and therefore cancelled the scheduled visit. Sixty-six percent (66%) of the actual visits included a "teaching lesson" as documented on the home Visit Report (HVR). The remaining 34% of home visits involved a program overview and implementation of pre- and post -assessments.

Parents and children participating in the P.I.A.G.E.T. program were presented "Certificates of Participation", developed by LIUMCDP, upon conclusion of the program.

Partnership Evaluation

Parents involved in the P.I.A.G.E.T. Home Component were asked to respond to four questions regarding their participation in the program. The questionnaires, produced by LIUMCDP, were presented to the parents at the conclusion of the program. Questionnaires were completed by 10/15 parents prior to their withdrawal. Responses were translated into English when necessary. As evidenced on the questionairres and through personal contacts, parents were appreciative of the opportunity to participate in the program. Self-confidence as a parent teacher and continuous communication with the Center were two benefits noted by the parents. The parents would unanimously recommend the program to other parents. The completed Home Component Questionnaires are included in this report.

Staff involved in the Pl.A.G.E.T. Partnership completed the enclosed "Project P.I.A.G.E.T. Partnership Evaluation Form". This form, produced by and for the LIUMCDP, contained questions pertaining to four major areas:

I. Workshops/Training provided by P.I.A.G.E.T. staff
II. Classroom Component
III. Home Component
IV. Student Assessments

A wrap-up meeting was held on October 31, 1990 at the Opportunity Center. All Center staff involved with P.I.A.G.E.T. were present. Questions from the Evaluation Form were discussed. Comments, recommendations and commendations of that meeting included:

I. Workshops/Training
- adequate general overview of P.I.A.G.E.T. presented
- more actual application was needed; videos of P.I.A.G.E.T. implementation in other school settings
- sessions and presenters were unorganized
- too much to digest/session; sessions boring
- in-depth administration of testing/assessment instruments was not relevant to all participants; test training would have been more effective one-on-one using actual examples and role playing
- more age-appropriate examples needed in classroom component training

II. Classroom Component
- specific skill needs identified via assessments were helpful to teachers
- teachers needed more regular contact with assessment coordinator to discuss individual children
- P.I.A.G.E.T. training did not affect/change teaching style/strategies
- curricular manual was compiled solely for P.I.A.G.E.T. purposes - not used significantly in daily planning
- home component allowed for frequent personal contact with participating families
- P.I.A.G.E.T Home Manual provided a framework for home lessons but many lessons required revisions and adaptations to meet the needs of our families

III. Home Component
- HDIN was most useful assessment, provided family background, and information contained was helpful in preparing appropriate lessons (example: knowledge of educational level and literacy of parents was beneficial in designing lessons that parent was capable of implementing)
- Alpern-Boll - parents answered idealistically

- YTBR - responses (regular/often/sometimes) were not defined; some questions were repetitious
- limited time with parents could have been more effectively used teaching rather than completing lengthy assessments
- not all parents were dedicated to and followed through with the program; some (approximately 4/15) seemed to "go along" with the program but Parent Facilitators questioned the effectiveness
- weekly contact with families was beneficial
- a meeting/conference between classroom teacher and parents was recommended
- classroom teachers accompanying Parent Facilitators for one home visit was also recommended (teachers should explain the objectives and types of lessons to be presented)

IV. Student Assessments
- overall, children performed best on manipulative activities
- instruments only assess "English" language abilities - questioned if we are testing concepts or language
- questioned bias of some picture vocabulary contained in PPVT
- inadequate and inconsistent information of assessments scoring presented by P.I.A.G.E.T. staff
- too much testing resulted in limited intervention time - some concept areas repeated in different instruments
- recommended using Brigance Assessment only; it covers many of the sections also covered in the PPVT and PKBI; could be easily used by teachers
- no significant difference noted in assessments between children participating in the home component and those not

Overall, Opportunity Center staff involved with P.I.A.G.E.T. suggest that LIUMCDP modify the existing program to best suit the needs of the migrant population and program. Suggested adaptations and workable revisions to the P.I.A.G.E.T. program are contained within this report and on the Evaluation forms. The acquisition of qualified bilingual staff is critical to the success of such a program. Budget permitting, LIUMCDP has the knowledge and capabilities to implement a successful "Home Component" program.

PROGRAM ADMINISTRATOR INTERVIEW GUIDE

A. General/Background

(1) When you took over the contract for migrant services, how did you determine what was needed and how to configure the program services?

(2) What did the program look like? How did it differ form before?

(3) What does the program now look like? What changes have been made?

B. What are the day care needs of Pennsylvania migrant children?

(1) What are statistics on migrant families in Pennsylvania? Where are they documented? What reports?

(2) How did you determine needs of Pennsylvania migrant children? Any user surveys?

(3) How do you measure changes in needs over time? What ongoing needs sensing mechanism is used?

(4) What are those needs? Have they changed over time?

C. To what extent are current state and local resources available to meet these needs?

(1) What are state resources?

(2) How do they address needs identified? How adequately?

(3) What are local resources?

(4) How do they address identified needs? How adequately?

(5) Are there unmet needs? How can any unmet needs be addressed?

D. To what extent is the structure of the current delivery system adequate to address the needs in terms of efficiency, scope, cost-per-student, and quality?

(1) What is structure of current delivery system?

(2) How adequate to address needs? How do you know? Data?

(3) How efficient? How do you know? Data?

(4) How adequate is scope? How do you know? Data?

(5) How cost effective? How do you know? Data?

(6) What level of quality? How do you know? Data?

(7) How is structure adjusted to meet changes in needs? How has structure changed over time?

(8) What does the organizational chart look like?

(9) What is the staffing of the program?

(10) What roles do each of the staff have?

(11) How are organization and staffing adjusted to changing needs?

(12) How many children are served? How many families?

(13) Is geographic area covered now sufficient?

(14) Is funding level of program sufficient?

(15) If more funding were available how would you use it?

- supplement existing programs?
- implement new programs?

(16) Is there any finding support from businesses that benefit form migrant workers?

(17) Is there any in-kind support from businesses?

(18) Where do you see this program headed in the future in terms of:

(a) Identified needs?
(b) Structure of program?
(c) Adequacy in meeting needs?
(d) Efficiency?
(e) Scope?
(f) Cost-per-student?
(g) Quality?

(19) What budget and cost information do you have for the program? Any audit performed?

(20) What are the program strengths? Weaknesses?

(21) If you could, what would you change about the program?

E. <u>What recommendations or options should be considered for improving services?</u>

[This is an RBS Question, already covered under previous section on: "Structure"]

PARENT/CHILD INTERVIEW GUIDE

A. PARENTS

(1) When are you in Pennsylvania? All year round? If not, what months?

(2) Where do you live other parts of the year?

(3) How do you get from there to here?

(4) Where do you live?

(5) Who do you work for?

a. What hours?
b. What days?
c. Transportation to and from work?
d. Pay rate?

(6) Who else is in your family and living with you?

a. Which of those other family members work?
b. How many are children not working?

(7) How are the children cared for?

a. What hours?
b. How transported to and from?
c. Any cost?

(8) How well are they cared for?

a. How many in a class or group?
b. How many adults?
c. What do they do all day?
d. Do they learn anything there?
- what kinds of things do they learn?
e. Do they like it there?

(9) What child care arrangements do you have in states other than Pennsylvania?

(10) How satisfied are you with their care?

(11) Do the child care arrangements help them do better in school (if school age)?

(12) What are the program strengths? Weaknesses?

(13) If you could, what would you change about the program? What improvements could be made in child care arrangements?

B. CHILDREN

(1) What is your typical day like?

(2) Do you like your child care center?

(3) Are you learning new things there?

(4) Do you like the adults there? Are they friendly?

(5) What do you like best about the Center? Least?

(6) If you could change anything about your child care center, what would it be?

SERVICE PROVIDER INTERVIEW GUIDE

(1) What is the nature of services provided? Any other services besides day care?

(2) How many children served? How many families?

(3) What hours of operation? What days of week?

(4) What is organizational chart? Staffing and roles of staff?

(5) Describe how program operates.

- (a) activities?
- (b) educational component?
- (c) meals?
- (d) state licensing?
- (e) other?

(6) How do others rate the quality of the program? How do you know? Data?

(7) How do others rate efficiency of program? How do you know? Data?

(8) Are parents satisfied?

(9) Do children like the program?

(10) Is program direct service or contract? If contract, is it fixed cost or cost reimbursement?

(11) What is cost per child served?

(12) How long are children served? How many months on average?

(13) What is the budget? Is there an audit report?

(14) Are needs of families being met? How do you know? Data?

(15) What are program strengths? Weaknesses?

(16) If you had the opportunity to make changes, what would you change?

(17) How do you see the program operating five years from now?

November 20, 1990

Dear Migrant Site Director/Program Staff Member:

Research for Better Schools (RBS) has been commissioned by the Pennsylvania Department of Education to conduct a study of migrant day care needs and services in Pennsylvania. RBS is a non-profit educational research and evaluation firm which serves as the mid-Atlantic Regional Educational Laboratory for the U.S. Department of Education.

Each year over 5,000 migratory farm workers enter Pennsylvania. They take up temporary residence in migrant labor camps and homes throughout the highly agricultural areas. In recent years, increasing numbers of migrant workers are dropping out of the migrant stream to seek more stable and permanent lifestyles in the cities and small towns of Pennsylvania.

Where these migrant workers have families, life is particularly difficult on the health, welfare, and education of the children. It is for these reasons the Pennsylvania Departments of Welfare and Education, together with the Federal Government, have developed a specialized system of services to migrant families. These services have the overall goal of assuring the safety, health care, and education of the migrant child and the migrant family unit.

The current Migrant Child Development Program is operated by Lincoln Intermediate Unit and attempts to provide a comprehensive program of services for migrant children from infancy through school age. In order to assess the changes in the program over the years, and the overall effectiveness of the current program, RBS is conducting an assessment of: the day care needs of migrant families, the structure of the delivery system set up to address these needs in Pennsylvania, and the status of services provided through this delivery system. The enclosed survey asks you for information which will help us in gaining a better understanding of migrant day care needs and the adequacy of current resources and services established to meet these needs.

Please help us in our efforts to improve resources and services to migrant families by completing and returning the survey. In order to compile the summary report for the Department of Education in a timely manner, I would like to have your survey by December 13. Please return it in the self-addressed envelope enclosed with this letter. If you have any questions concerning the survey, please call either Juli Corrigan or me (717-523-1155). Thank you.

Sincerely,

JoAnn Lawer
Special Services Assistant Director

laa

Migrant Day Care Program Survey

(Site Administrators and Staff)

Name:_____ **Date:**_____

Program Name:_____ **Location:**_____

Job Title:_____ **Phone:**_____

Years in Job:_____ **Years at Lincoln IU:**_____

This survey is designed to assess the nature and extent of needs for migrant day care services in Pennsylvania and the quality and effectiveness of current services in attempting to meet these needs. Your responses will provide valuable information to help in improving the level and manner of migrant day care services in the Commonwealth and to stimulate program changes where warranted. All responses will be held in strictest confidence. No data will be released on an individual basis.

Please fill-in, circle, or check your response to each of the survey questions or statements as appropriate. Thank you for your cooperation.

1. Is your position a full-time or part-time position?

   _____ full-time _____ part-time (_____ days per year)

2. Please describe briefly the general nature of your job responsibilities as they relate to the Migrant Day Care Program.

3. How are the responsibilities funded? Please indicate the percentage of your position funded by each of the following support sources:

a. Migrant Welfare Day Care Grant: _____%
b. Migrant Education Day Care Grant: _____%
c. Other Migrant funding: _____%
d. Other non-Migrant funding: _____%
100%

4. There are three types of migrant families eligible for receiving migrant services: (1) Interstate (migrates from another state into Pennsylvania), (2) Intrastate (migrates from another part of Pennsylvania), and (3) Formerly (was migrant-now settled in Pennsylvania but for less than five years).

For these three types, please indicate the percentage of your migrant time spent on services to each:

a. Interstate: _____%
b. Intrastate: _____%
c. Formerly: _____%
100%

5. Of course, there are growing seasons in Pennsylvania and times when demand for migrant worker services is high. For the area of Pennsylvania for which you are responsible, indicate which dates marked the beginning and end of this peak period for the current year.

a. Beginning: _____ month _____ day
b. Ending: _____ month _____ day

6. Was the current year typical with respect to this peak period?

_____ yes _____ no

7. Please indicate the number of hours per week you are compensated for during the following periods:

a. Peak period: _____ hours per week
b. Non-peak period: _____ hours per week

8. Please indicate the percentage of your time supported by the following resources during peak and non-peak periods:

	Peak	Non-Peak
a. Migrant Welfare Day Care Grant	_____%	_____%
b. Migrant Education Day Care Grant	_____%	_____%
c. Other Migrant Funding	_____%	_____%
d. Other non-Migrant Funding	_____%	_____%
	100%	100%

9. Please indicate the percentage of your migrant work providing services to the following types of migrant families during peak and non-peak periods.

	Peak	Non-Peak
a. Interstate	_____%	_____%
b. Intrastate	_____%	_____%
c. Formerly	_____%	_____%
	100%	100%

10. Please indicate the percentage of your migrant work providing services of the following types during peak and non-peak periods:

	Peak	Non-Peak
a. Recruiting Migrant Children requiring Services	_____%	_____%
b. Recruiting Day Care Providers	_____%	_____%
c. Qualifying Children for Services	_____%	_____%
d. Qualifying Providers for Services	_____%	_____%
e. Staffing and operating Day Care Centers	_____%	_____%
f. Administrative Paperwork	_____%	_____%
g. Ordering Supplies	_____%	_____%
h. Budgetary Matters	_____%	_____%
i. Liaison with other Contractors	_____%	_____%
j. Providing Consultation, Technical Assistance, and Supplies to Family and Group Day Care Providers	_____%	_____%
k. Providing Consultation, Technical Assistance, and Supplies to contracted Day Care Centers	_____%	_____%
l. Contacts with Growers	_____%	_____%
m. Contacts with other Community Agencies	_____%	_____%
n. Contacts with Schools	_____%	_____%
o. Providing supplementary services in schools	_____%	_____%
p. Providing family counseling	_____%	_____%
q. Handling referrals for services	_____%	_____%
r. State Contract negotiations and meetings	_____%	_____%
s. Day Care worker	_____%	_____%
t. Other Responsibilities	_____%	_____%
	100%	100%

Please briefly describe "t. Other Responsibilities":

_____

_____

_____

_____

_____

_____

11. How would you rate the Department of Welfare and Department of Education grant programs in addressing the day care needs of migrant families in Pennsylvania.

	Pennsylvania Department of Public Welfare					Pennsylvania Department of Education				
	Very Weak				Very Strong	Very Weak				Very Strong
a. Addressing the needs for migrant services in general	1	2	3	4	5	1	2	3	4	5
b. Addressing the needs for migrant day care services	1	2	3	4	5	1	2	3	4	5
c. Adequacy of state resources (funding) committed to migrant day care	1	2	3	4	5	1	2	3	4	5
d. Quality of state services provided to migrant day care	1	2	3	4	5	1	2	3	4	5
e. Efficiency of state services provided to migrant day care	1	2	3	4	5	1	2	3	4	5
f. Effectiveness of state services provided to migrant day care	1	2	3	4	5	1	2	3	4	5

12. How would you rate the Lincoln IU services under grants from the Departments of Welfare and Education in addressing the day care needs of migrant families in Pennsylvania?

	Lincoln IU Services				
	Very Weak				Very Strong
a. Addressing the needs for migrant services in general	1	2	3	4	5
b. Addressing the needs for migrant day care services	1	2	3	4	5

	Lincoln IU Services				
	Very Weak				Very Strong
c. Adequacy of resources (funding) to meet migrant day care needs	1	2	3	4	5
d. Quality of IU services provided for migrant day care	1	2	3	4	5
e. Efficiency of IU services provided for migrant day care	1	2	3	4	5
f. Effectiveness of IU services provided for migrant day care	1	2	3	4	5

13. Are there substantial needs for migrant day care that are currently unmet?

_____ Yes _____ No

Explain:

14. What are the major strengths of the Lincoln IU Migrant Day Care Program?

15. What are the major weaknesses of the Lincoln IU Migrant Day Care Program?

16. What changes would you recommend to improve the Migrant Day Care Program?

December 11, 1990

Dear Child Care Employee:

Research for Better Schools (RBS) has been commissioned by the Pennsylvania Department of Education to conduct a study of migrant day care needs and services in Pennsylvania. RBS is a non-profit educational research and evaluation firm which serves as the mid-Atlantic Regional Educational Laboratory for the U.S. Department of Education.

Each year over 5,000 migratory farm workers enter Pennsylvania. They take up temporary residence in migrant labor camps and homes throughout the highly agricultural areas. In recent years, increasing numbers of migrant workers are dropping out of the migrant stream to seek more stable and permanent lifestyles in the cities and small towns of Pennsylvania.

Where these migrant workers have families, life is particularly difficult on the health, welfare, and education of the children. It is for these reasons the Pennsylvania Departments of Welfare and Education, together with the Federal Government, have developed a specialized system of services to migrant families. These services have the overall goal of assuring the safety, health care, and education of the migrant child and the migrant family unit.

The current Migrant Child Development Program is operated by Lincoln Intermediate Unit and attempts to provide a comprehensive program of services for migrant children from infancy through school age. In order to assess the changes in the program over the years, and the overall effectiveness of the current program, RBS is conducting an assessment of: the day care needs of migrant families, the structure of the delivery system set up to address these needs in Pennsylvania, and the status of services provided through this delivery system. The enclosed survey asks you for information which will help us in gaining a better understanding of migrant day care needs and the adequacy of current resources and services established to meet these needs.

Please help us in our efforts to improve resources and services to migrant families by completing and returning the survey. In order to compile the summary report for the Department of Education in a timely manner, I would like to have your survey by December 21. Please return it in the self-addressed envelope enclosed with this letter. If you have any questions concerning the survey, please call either Juli Corrigan or me (717-523-1155). Thank you.

Sincerely,

JoAnn Lawer

JoAnn Lawer
Special Services Assistant Director

laa

Migrant Day Care Program Survey

(Day Care Providers)

Name: _____ Date: _____

Job Title: _____ Phone: _____

Years in Job: _____ Years Serving Migrant Program: _____

This survey is designed to assess the nature and extent of needs for migrant day care services in Pennsylvania and the quality and effectiveness of current services in attempting to meet these needs. Your responses will provide valuable information to help in improving the level and manner of migrant day care services in the Commonwealth and to stimulate program changes where warranted. All responses will be held in strictest confidence. No data will be released on an individual basis.

Please fill-in, circle, or check your response to each of the survey questions or statements as appropriate. Thank you for your cooperation.

1. Please check the type of facility your are licensed for:

Family Day Care Home	_____
Group Day Care Home	_____
Day Care Center	_____
Other (Explain)	_____

2. Please indicate the number of months you operate during the year:
_____/months

3. Please indicate the maximum and minimum number of migrant children and non-migrant children you have provided services for during the current year at any one time:

	Migrant	Non-Migrant
Minimum	_____	_____
Maximum	_____	_____

4. Please indicate the date you first provided services to migrant children and the date you last provided services during the current year:

Start date: _____/_____
month day

End date: _____/_____
month day

5. There are three types of migrant families eligible for receiving migrant services: (1) Interstate (migrates from another state into Pennsylvania), (2) Intrastate (migrates from another part of Pennsylvania), and (3) Formerly (was migrant-now settled in Pennsylvania but less than five years).

   For these three types, please indicate the percentage of your migrant children who were in each category:

   a. Interstate: _____%
   b. Intrastate: _____%
   c. Formerly: _____%
   100%

6. To what extent are the day care services to migrant children provided by your program efficient and effective?

1	2	3	4	5
Very Little				Very Much

7. How could the Lincoln IU Migrant Day Care Program better support you in improving your level of day care services to migrant children?

8. To what extent do you feel there is an unmet need for day care services among migrant families?

1	2	3	4	5
Very Little				Very Much

   Explain:

   How could such a need (if any) be better addressed?

9. To what extent to you feel the Lincoln IU Migrant Day Care program operates in an efficient and effective manner?

1	2	3	4	5
Very Little				Very Much

10. What do you consider the greatest strengths of the Lincoln IU Migrant Day Care Program?

11. What do you consider the greatest weaknesses of the program?

12. What changes would you recommend to improve the program?

December 11, 1990

Dear Child Care Administrator:

Research for Better Schools (RBS) has been commissioned by the Pennsylvania Department of Education to conduct a study of migrant day care needs and services in Pennsylvania. RBS is a non-profit educational research and evaluation firm which serves as the mid-Atlantic Regional Educational Laboratory for the U.S. Department of Education.

Each year over 5,000 migratory farm workers enter Pennsylvania. They take up temporary residence in migrant labor camps and homes throughout the highly agricultural areas. In recent years, increasing numbers of migrant workers are dropping out of the migrant stream to seek more stable and permanent lifestyles in the cities and small towns of Pennsylvania.

Where these migrant workers have families, life is particularly difficult on the health, welfare, and education of the children. It is for these reasons the Pennsylvania Departments of Welfare and Education, together with the Federal Government, have developed a specialized system of services to migrant families. These services have the overall goal of assuring the safety, health care, and education of the migrant child and the migrant family unit.

The current Migrant Child Development Program is operated by Lincoln Intermediate Unit and attempts to provide a comprehensive program of services for migrant children from infancy through school age. In order to assess the changes in the program over the years, and the overall effectiveness of the current program, RBS is conducting an assessment of: the day care needs of migrant families, the structure of the delivery system set up to address these needs in Pennsylvania, and the status of services provided through this delivery system. The enclosed survey asks you for information which will help us in gaining a better understanding of migrant day care needs and the adequacy of current resources and services established to meet these needs. I have also enclosed several surveys for your staff. I would appreciate it if you would distribute a cover letter, a survey, and a return envelope to each of your employees who work with migrant children.

Please help us in our efforts to improve resources and services to migrant families by completing and returning the survey. In order to compile the summary report for the Department of Education in a timely manner, I would like to have your survey by December 21. Please return it in the self-addressed envelope enclosed with this letter. If you have any questions concerning the survey, please call either Juli Corrigan or me (717-523-1155). Thank you.

Sincerely,

JoAnn Lawer

JoAnn Lawer
Special Services Assistant Director

laa

Migrant Day Care Program Survey

(Regional Service Agencies)

Name: _____ Date: _____

Agency Name: _____ Location: _____

Job Title: _____ Phone: _____

Years in Job: _____ Years at Agency: _____

This survey is designed to assess the nature and extent of needs for migrant day care services in Pennsylvania and the quality and effectiveness of current services in attempting to meet these needs. Your responses will provide valuable information to help in improving the level and manner of migrant day care services in the Commonwealth and to stimulate program changes where warranted. All responses will be held in strictest confidence. No data will be released on an individual basis.

Please fill-in, circle, or check your response to each of the survey questions or statements as appropriate. Thank you for your cooperation.

1. Please briefly describe the type of agency you operate:

_____
_____
_____
_____
_____
_____
_____
_____

2. Briefly describe the types of services that Lincoln IU has contracted with your agency to provide:

_____
_____
_____
_____
_____
_____
_____
_____

3. What is the duration of the current contract and for how many years prior to this has a similar contractual arrangement been in effect?

	From	Until
Duration of current contract	_____	_____
Number of prior years	_____	_____

4. How many migrant children did you provide services to this year?

_____

5. There are three types of migrant families eligible for receiving migrant services: (1) Interstate (migrates from another state into Pennsylvania), (2) Intrastate (migrates from another part of Pennsylvania), and (3) Formerly (was migrant-now settled in Pennsylvania but less than five years).

   For these three types, please indicate the percentage of your migrant children who were in each category:

   a. Interstate: _____%
   b. Intrastate: _____%
   c. Formerly: _____%
   100%

6. During what period of time did you provide services?

   From _____ / Until _____
   date date

7. What are the day care needs of Pennsylvania Migrant children?

8. To what extent are current state and local resources available to meet these needs?

1	2	3	4	5
Very Little				Very Much

Explain:

9. To what extent is the structure of the current delivery system adequate to address the needs in terms of:

	Very Little				Very Much
a. Efficiency:	1	2	3	4	5
b. Scope:	1	2	3	4	5
c. Cost-per-student:	1	2	3	4	5
d. Quality:	1	2	3	4	5

10. What recommendations or options should be considered for improving future services?

11. To what extent do you feel there is a need for migrant day care services that is not being adequately addressed?

1	2	3	4	5
Very Little				Very Much

Explain:

How could such need (if any) be better addressed?

12. To what extent are the day care services to migrant children provided by your program efficient and effective?

1	2	3	4	5
Very Little				Very Much

13. How could the Lincoln IU Migrant Day Care Program better support you in improving your level of day care services to Migrant children?

14. To what extent do you feel the Lincoln IU Migrant Day Care program operates in an efficient and effective manner?

1	2	3	4	5
Very Little				Very Much

15. What do you consider the greatest strengths of the Lincoln IU Migrant Day Care Program?

16. What do you consider the greatest weaknesses of the program?

17. What changes would you recommend to improve the program?

December 11, 1990

Dear Employer:

Research for Better Schools (RBS) has been commissioned by the Pennsylvania Department of Education to conduct a study of migrant day care needs and services in Pennsylvania. RBS is a non-profit educational research and evaluation firm which serves as the mid-Atlantic Regional Educational Laboratory for the U.S. Department of Education.

Each year over 5,000 migratory farm workers enter Pennsylvania. They take up temporary residence in migrant labor camps and homes throughout the highly agricultural areas. In recent years, increasing numbers of migrant workers are dropping out of the migrant stream to seek more stable and permanent lifestyles in the cities and small towns of Pennsylvania.

Where these migrant workers have families, life is particularly difficult on the health, welfare, and education of the children. It is for these reasons the Pennsylvania Departments of Welfare and Education, together with the Federal Government, have developed a specialized system of services to migrant families. These services have the overall goal of assuring the safety, health care, and education of the migrant child and the migrant family unit.

The current Migrant Child Development Program is operated by Lincoln Intermediate Unit and attempts to provide a comprehensive program of services for migrant children from infancy through school age. In order to assess the changes in the program over the years, and the overall effectiveness of the current program, RBS is conducting an assessment of: the day care needs of migrant families, the structure of the delivery system set up to address these needs in Pennsylvania, and the status of services provided through this delivery system. The enclosed survey asks you for information which will help us in gaining a better understanding of migrant day care needs and the adequacy of current resources and services established to meet these needs.

Please help us in our efforts to improve resources and services to migrant families by completing and returning the survey. In order to compile the summary report for the Department of Education in a timely manner, I would like to have your survey by December 21. Please return it in the self-addressed envelope enclosed with this letter. If you have any questions concerning the survey, please call either Juli Corrigan or me (717-523-1155). Thank you.

Sincerely,

JoAnn Lawer

JoAnn Lawer
Special Services Assistant Director

laa

Migrant Day Care Program Survey

(Employers/Growers)

Name: _____ Date: _____

Company Name: _____ Location: _____

Job Title: _____ Phone: _____

Years in Job: _____ Years at Firm: _____

This survey is designed to assess the nature and extent of needs for migrant day care services in Pennsylvania and the quality and effectiveness of current services in attempting to meet these needs. Your responses will provide valuable information to help in improving the level and manner of migrant day care services in the Commonwealth and to stimulate program changes where warranted. All responses will be held in strictest confidence. No data will be released on an individual basis.

Please fill-in, circle, or check your response to each of the survey questions or statements as appropriate. Thank you for your cooperation.

1. Please indicate below the type of crops you grow and the dates that Migrant workers were employed to pick those crops. If your company operates a different type of business, describe it and indicate how migrant workers are used.

Crop/Business	Migrants Used From	Until

2. Please indicate the approximate number of Migrant workers you employed during the past year. _____/workers

3. There are three types of migrant families eligible for receiving migrant services: (1) Interstate (migrates from another state into Pennsylvania), (2) Intrastate (migrates from another part of Pennsylvania), and (3) Formerly (was migrant-now settled in Pennsylvania but less than five years).

   For these three types, please indicate the percentage of your migrant children who were in each category:

   a. Interstate: _____%
   b. Intrastate: _____%
   c. Formerly: _____%
   100%

4. From which areas do your migrant workers come?

   _____
   _____
   _____
   _____

5. What percentage of your migrant workers come with families that have young children requiring day care or school services? _____%

6. What percentage of your migrant workers who have families decide to stay in the area rather than return to the place they came from? _____%

7. What are the day care needs of Pennsylvania Migrant children?

8. To what extent are current state and local resources available to meet these needs?

1	2	3	4	5
Very Little				Very Much

   Explain:

9. To what extent is the structure of the current delivery system adequate to address the needs in terms of:

	Very Little				Very Much
a. Efficiency:	1	2	3	4	5
b. Scope:	1	2	3	4	5
c. Cost-per-student:	1	2	3	4	5
d. Quality:	1	2	3	4	5

10. What recommendations or options should be considered for improving future services?

11. To what extent do you feel there is a need for day care services for migrant families that is not being met?

1	2	3	4	5
Very Little				Very Much

Explain:

How could such need (if any) be better addressed?

12. How could the Migrant Day Care Program better support the delivery of day care services to migrant children?

13. To what extent do you feel that the Migrant Day Care program is being operated in an efficient and effective manner?

1	2	3	4	5
Very Little				Very Much

14. What do you consider the greatest strengths of the Migrant Day Care program?

15. What do you consider the greatest weaknesses of the Migrant Day Care Program?

16. What changes would you recommend to improve the program?

17. Other Comments or Suggestions:

Success
Resource Services for At-Risk Youth Programs

December, 1990

Dear Survey Participant:

A few weeks ago, we sent you an important survey questionnaire about day care needs and services for migrant families. Your answers are very important to us. It is only with your help and the help of others involved with migrant workers and their families that we can gain a better understanding to improve state services to this segment of our population.

If you have already responded to our questionnaire, we thank you for your assistance. If you have not as yet done so, please complete it as best you can and return it as soon as possible so your answers can be included in our results.

Thank you again for your cooperation.

Sincerely,

JoAnn Lawer

JoAnn Lawer
Director of Project SUCCESS

laa

P.O. Box 213, Lewisburg, PA 17837 Phone: 717-523-1155 FAX: 717-524-7104

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